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*THE UNIVERSITY OF KEELE
DEPARTMENT OF EDUCATION*

*A CONSULTATIVE MANAGEMENT MODEL
OF STAFF DEVELOPMENT IN COLLEGES OF FURTHER EDUCATION*

*THESIS SUBMITTED FOR THE DEGREE
OF
DOCTOR OF PHILOSOPHY*

Vol. I.

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A CONSULTATIVE MANAGEMENT MODEL OF
STAFF DEVELOPMENT IN COLLEGES OF FURTHER EDUCATION
SYNOPSIS OF THESIS

Over the last forty years there has been a growing awareness that staff development in Further Education has been neglected in terms of research into its purpose, modes of operation and methods of evaluation. Ever since the 1944 Education Act concern has repeatedly been expressed about one particular aspect of staff development, namely the professional teacher training of academic staff. Since the publication of the Haslegrave Report in 1969 the rate of change in Further Education has markedly increased through the advent of new examining bodies such as the Business Education Council and the Technician Education Council. Additionally recent government measures directed at the plight of the young unemployed through training initiatives taken by the Manpower Services Commission have increased the rate of change within Further Education.

This research project is just one response to the plea for research information concerning staff development in Further Education. It has focused on the needs of full time academic staff employed predominantly in the non-advanced sector of Further Education (i.e. staff employed by the Polytechnics, Colleges of Higher Education etc., have been excluded from the research). It has attempted to define what the term staff development means by examining various perceptions expressed or described by academics, practitioners (i.e. staff actually operating staff development schemes in actual colleges) and specific agencies (e.g. Regional Advisory Councils, the D.E.S., the F.E.U., the Manpower Services Commission etc.).

The underlying philosophy adopted by the researcher is that staff development is essentially inextricably linked with organisational development and is therefore, in large part, a tool of management. A major field survey was undertaken in order to obtain insights into how senior

college staff (Principals and Vice-Principals in the main) perceive the process, what it is they think it aims to achieve, how needs are identified, how decisions are made and to what extent the process is evaluated. A sample of opinion from individual members of staff was also obtained.

Since staff development is a broad generic term embracing any activity designed to help an individual in his/her job role a restricted focus of attention had to be chosen. The research programme, which was being predominantly undertaken prior to the advent of the C.N.A.A. Cert.Ed. (FE), concentrated, in large part, on staff taking three courses namely the Certificate of Education, the City and Guilds Further Education Teachers Certificate and the Associateship of the College of Preceptors (Further Education Option).

The dissertation is in three main parts. The first describes various views of the concept of staff development i.e. from a historical and developing need perspective, from a practitioner perspective and from theoretical perspective. The second part describes several research field studies designed to obtain insights into what is actually happening within colleges. The analysis of the empirical data has produced some valuable new evidence about the decision making process and structures and practices relating to staff development. Perhaps one of the most valuable dimensions is the insight obtained into how individual institutions are coping with contemporary problems (such as the new M.S.C. courses). Part three essentially describes the conclusions drawn and develops a consultative management model which it is hoped will be useful to practitioners seeking to structure an appropriate staff development process within a Further Education college.

ACKNOWLEDGEMENTS

A project on this scale would not have been possible without the help, co-operation, and in some cases, a great deal of hard work of a considerable number of people. The author is deeply aware that he has relied heavily on others for the success of this research programme. He has thanked a number of people by personal letter. He would also like to express a general thank you in the report to all the respondents to the various questionnaires. A special thanks to those Principals and Vice-Principals who have participated in the interview part of the programme. Thanks are also due to all the Regional Advisory Councils in England and Wales who, without exception, have all replied to the author's requests for help and information. To Judy Bradley of N.F.E.R., Mantz Yorke of Manchester Polytechnic and Bob Challis of Coombe Lodge. More than anyone else very special thanks are due to two people. First Mr. Iolo Roberts, Senior Lecturer at the University of Keele for his professional guidance, help, tolerance and friendship. He has a profound knowledge of Further Education and the author considers himself to have been privileged in having Mr. Roberts as his supervisor. Secondly Miss Janet Graham who has typed the whole of this report. Without doubt she has done a first class job. She has never complained at the authors repeated changes, alterations and amendments. The author is most grateful to them both.

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CHAPTER ONE

THE NEED FOR AND SCOPE OF THE RESEARCH

1. INTRODUCTION

1.1 Background to the Research

Since the 1944 Education Act there have been various degrees of concern expressed regarding the extent to which teachers in Further Education have actually been trained to perform their job roles as teachers. Chapter two of this dissertation describes more fully various facets of the historical development of Further Education focusing particularly on the growing debate concerning the training of staff.

It took almost thirty years for the concern to reach sufficient proportions for any significant action to be taken. In some ways the action really began with the publication of the Haslegrave Report. in 1969 (1). This report recommended changes and rationalisation to the course provision in Further Education at technician level and resulted in the creation of the Technician Education Council (T.E.C) and the Business Education Council (B.E.C.). These two bodies began to have a major impact within Further Education colleges towards the latter half of the 1970's. They introduced a range of courses which required staff to perform their duties in some very different ways. Instead of teaching to externally prescribed course syllabuses and externally set examinations T.E.C (and B.E.C. to a lesser extent) required them to design and specify their own course content and assessment procedures. In addition these two controlling bodies (in their own particular ways) also introduced a monitoring procedure focusing very much on course planning, teaching methodology, student assessment and course evaluation.

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1. Report of the Committee on Technician Courses and Examinations (Haslegrave Report), NACEIC, 1969.

Perhaps not surprisingly a large number of staff found these changes very difficult to accommodate and there was a considerable outcry for short courses to prepare staff to cope with their new job roles and tasks. As we shall see (in chapter two) at this time over two thirds of staff employed by the Further Education Service as teachers were not in fact professionally trained for that job role.

Coinciding almost exactly with the introduction of the new T.E.C. and B.E.C. courses, the Advisory Committee on the Supply and Training of Teachers (2) (ACSTT) published three reports regarding various aspects of the training needs of Further Education teachers. The first report concentrated on the professional training of full time teachers and the second on the special needs of part time teachers. The third was more of a discussion document than a report and concentrated on the specific issue of training in Management Skills within Further Education. The first report was accepted, in large part, by the Secretary of State for Education and Science and resulted in the publication of an official circular by the Department of Education and Science in 1977 (Circular 11/77) (3) to Local Education Authorities, Regional Advisory Councils and individual Colleges urging that action be taken.

2. (i) ACSTT - 'The Training of Teachers for Further Education' June 1975.
- (ii) ACSTT - 'The Training of Adult Education and Part Time Education Teachers' (1978).
- (iii) ACSTT - 'The Teachers for Education Management in Further and Adult Education' (August 1978).
- 3, D.E.S. - 'The Training of Teachers for Further Education' Circular 11/77 (17th November 1977).

1.2 The Emergence of Concern for Staff Development

Each of the Regional Advisory Councils in England and Wales carried out a detailed study of the training need in each of their areas, concentrating initially on the professional teacher training need. They all produced reports for the Secretary of State giving a description of the training activities they were currently engaged in, together with their proposals to meet the requirements of circular 11/77. Nearly all of the proposals were modelled on the James Report (4) which recommended a phased approach to in-service training of teachers.

A number of other bodies also began to express concern. These included such organisations as the Further Education Research Association (FERA), the National Association of Teachers in Further and Higher Education (NATFHE) and the Further Education Staff College (Coombe Lodge). The late seventies saw the emergence not only of a new Association, the National Association of Staff Development for Further and Higher Education (NASD) but also the Further Education Review and Development Unit (FEU).

All these bodies plus the Regional Advisory Councils expressed concern for the wider training need i.e. more than just professional teacher training. They expressed a view that staff development should be concerned with a broad range of issues including the professional teacher training component.

In their research report, Bradley and Silverleaf (5) state that there can be few other professions where over 60% of practitioners are not in fact professionally trained for their job roles. They also point to the paucity of knowledge regarding the staff development

4. D.E.S. - 'Teacher Education and Training' (James Report 1972).

5. Bradley J and Silverleaf J - 'Making the Grade' - N.F.E.R.

Publishing Company (1979).

activity within Further Education. Replying to a letter written by the author Bradley (6) states:

'We have found that, while the literature is certainly plentiful we have been disappointed by its quality'.

In addition to Bradley and Silverleaf, Oxtoby (7) expresses the view that there is an urgent need for research into various aspects of staff training within Further and Higher Education and in fact he suggests a whole range of issues where questions need to be answered. In many ways Oxtoby has expanded on the view expressed in the third ACSTT report regarding Management Training which said (in paragraph 29) 'too little is known about how institutions operate, how decisions are reached and how resources are deployed.' Staff are a most expensive resource and writers such as Oxtoby and Bradley rightly express concern that so little is known about how they are deployed, trained and developed.

The concern for the training needs of staff has been further enhanced by the growing influence of the Manpower Services Commission (MSC) and in particular its range of provision for unemployed young people. The changes which the unemployed situation is bringing about in terms of the college curriculum, mean that existing staff are being required to teach a different range of students to achieve new objectives by different methods involving new style assessment within a changing educational system. The M.S.C. has to some extent expressed its concern in tangible terms by allocating a sum

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6. Letter dated 25th June 1979 from Dr. Judy Bradley, Senior Research Officer NFER headed 'Staff Development in Further Education.
 7. Oxtoby R. - 'Problems Associated with Staff Development and Training in Further and Higher Education : Some Research Priorities' - FERA Bulletin No. 19 (March 1979).

of money (8) to individual Local Education Authorities specifically to pay for staff development activities.

1.3 Staff Development : An Attempt at Definition

This dissertation will demonstrate quite clearly that there really is no simple, universally accepted definition of what the term staff development means within Further Education. It is clearly an all embracing term which subsumes all those activities which have been designed and set into motion in order to meet the professional, individual and organisational needs of all the individuals employed by an institution. Specifically in terms of Further Education colleges it is a term which embraces every aspect of training need relating to all employment categories of staff i.e. teachers (full time and part time), technicians, administrative staff, caretakers, cleaners and canteen staff. Brent (9) believes that it is an activity which should primarily be concerned with enhancing the quality of the service for the good of the student. It is therefore a term which, amongst other things, subsumes the professional teacher training activity.

8. The M.S.C. introduced a unique scheme of special and specific funding to meet staff training costs. The scheme was for specific training of staff to meet the expanding needs of the Youth Opportunities Programme. For full details see M.S.C. SPDMemo 834/5 - 'Training for Young People on Work Experience Schemes' - (November 1981).
9. Brent J. E. - 'The Role of Colleges of Education (Technical) in Further Education Staff Development in 'Staffing and Staff Development' - Coombe Lodge Report 73/3 Vol. 6 No. 1 (March 1975).

Williets (10) believes that amongst teachers there is a pre-disposition to regard the term training as being an activity primarily concerned with the acquisition of skills, and mainly those of a mechanical type nature, as distinct from education which is regarded more as being concerned with the process of understanding. In the case of staff development this distinction is not so clearly apparent, indeed all professional teacher training courses pride themselves on the extent to which they give students a fundamental grounding in the theoretical aspects of education as a support for practical classroom skills. Throughout this research professional teacher training has been regarded as simply one example of an activity which would be subsumed by the general term staff development.

Perhaps the only distinction between professional teacher training and staff development worthy of consideration is that expressed by Kelly (11). Kelly's view is that in-service professional teacher training is fundamentally designed with the needs of the individual in mind, while in contrast staff development is planned, designed and implemented with the needs of the whole institution in mind. This distinction is perhaps worthy of bearing in mind but in reality it is not easy to separate the two levels of need. Incorporating the Brent view both the individual and the organisation should be developing primarily with the needs of the student in mind. Since it is individuals who make up the organisation anyway, one could argue that organisational training needs are in fact reflected as individual needs and that therefore the two are in effect inseparable.

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10. Williets, David L. - 'Management Training Needs in Further and Higher Education' : Social and Administrative Studies in Education No. 4 University of Birmingham (1982).
 11. Kelly J. - 'What is Staff Development' - in 'Staff Development in Colleges of Further Education' : West Midlands Regional Advisory Council (May 1979).

1.4 Why Towards a Management Model of Staff Development?

In answering this question we should perhaps benefit from exploring what the process of Management is and what it is that managers are, in general terms, required to do. Since this is not a detailed review and analysis of the management activity per se in Education, the exploration will, of necessity, be somewhat brief but nevertheless sufficient (it is hoped) to explain the focus chosen for this study. A very large number of writers have variously described the process of management (e.g. such writers as Fayol, Brech, Drucker, Taylor and Urwick). Most tend to agree that it is essentially a process concerned with decision taking regarding a wide range of issues (e.g. objective setting, strategy determination, resource allocation and control procedures). Fayol (12) was perhaps the first to identify and classify the various stages in the process and others have since refined his list. Most Management books would refer to the following as being a reasonably accurate list of the various stages in the Management process, creating new ideas, planning, organising, motivating and controlling (13). Brech described this as a process which is simply concerned with 'seeing that the job gets done' (14) and more particularly seeing that it gets done through the services of other people. There is nowadays a tendency to see the process not as getting the job done through other people but *with* people (15).

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- 12. Fayol H - 'General and Industrial Management' Pitman (new York 1949).
 - 13. See Capey and Carr - 'People and Work Organisations' Holt, Rinehart and Winston (1982) pages 230-234 where these various stages are analysed in much more detail.
 - 14. Brech E.F.L. - 'Principles and Practice of Management' - Longmans (London 1953)
 - 15. Henderson R.I. and Suojanen W. W. - 'The Operating Manager : an Integrative Approach' - Prentice-Hall (New York 1974) - see pages 4 and 5.

Managers are therefore appointed to a job role which is essentially concerned with seeing that a certain job is performed. In the case of a Further Education College the Principal is appointed to a position of stewardship in which he is responsible for ensuring that his college provides the service demanded by the community in which the college is situated and within the regulations and limits determined by the Department of Education and Science and the specific Local Education Authority. He is assisted in achieving this task by a management team (usually consisting of one or more Vice-Principals, a range of Heads of Academic Departments, a Senior Administrative Officer, a Finance Officer, and perhaps a Head of Support Services). The main job of actually providing the education service is done by the full teaching force backed up by a range of supporting staff.

If we examine the concept of Management which views the process as seeing that the job gets done *with* people then consultative and participating agencies like the academic board and boards of studies begin to illustrate that the process is not in fact one sided with the managers autocratically making all the decisions but in fact is more of a sharing process in which other people (other than the managers) are involved. Nevertheless it is still a process in which the managers actually make most of the final decisions.

Staff are the most important resource a college has. They are the most important for a number of reasons. Their salary bill accounts for 60-70% of the total college budget. They are the agents who actually deliver the service to the student. It is through them that the quality of the service is maintained. It is through their support, co-operation and goodwill that the college is able to meet changing demands. They can only face change themselves with confidence with good training. Management must see that they get this training

for it is the managers who are accountable for ensuring that the college properly responds to the changing needs of the Community which it serves. This relationship can only work if there exists a genuine sense of partnership in which managers consult and, wherever possible, allow staff to participate in the decision making activity.

Clearly if management are to be responsible for the organisational development of the college they cannot do this without at the same time taking the ultimate responsibility for staff development. This belief or philosophy has formed the main background to this study.

2. THE SCOPE OF THE RESEARCH

2.1 The Specific Aims

In broad terms this research project set out to both determine and analyse the process of decision making relating to the staff development activity in Colleges of Further Education. The aim was fundamentally to test a view that staff development is usually managed in a fairly haphazard and unplanned way in which senior staff tend to react, rather than proact, to the initiatives taken by individuals themselves. The aim was essentially to examine the extent to which college managers actually engage in positive decision making designed to support organisational development and the development needs of individual members of staff.

More specifically the aims were:

2.1.1 to view the extent of existing documentary evidence relating to the staff development activity within Further Education

2.1.2 To enquire of specific colleges what organisational arrangements they have made in relation to staff development and what purpose they regard these arrangement as fulfilling.

2.1.3 To compare and contrast various theoretical concepts and models relating to the process of staff development with Further Education as the dominant focus of attention.

2.1.4 To identify how colleges actually make staff development decisions i.e. who makes the decisions, who participates, how priorities are determined, how evaluation is performed and the extent to which the activity is supported.

2.1.5 To examine how colleges are responding to contemporary needs.

2.1.6 To develop a consultative management model, based on the findings of the research, which may help colleges in designing and implementing future programmes of staff development.

2.2 Research Parameters

2.2.1 Type of College - Mainly for the purpose of setting limits to the study which the author could handle the focus of the research has been limited to a review of staff development activities taking place in Colleges of Further Education concentrating on non-advanced provision. This means that the research excluded colleges with more than 30% of work classified by the Burnham grading system as advanced (16). In addition certain specialist colleges i.e. Colleges of Art and Design and Agricultural Colleges were also excluded from the study. Besides the personal limiting factor these colleges were excluded from the study for other reasons namely

2.2.2.1 Colleges of Higher Education have significantly different management structures with certain mandatory devolved responsibilities to certain committees such as executive Academic Boards.

2.2.2.2 The specialist colleges have rather unique characteristics which may not correspond with or reflect the patterns of the more broadly based colleges within the Further Education system.

16. See D.E.S. Report No.90 - 'The Management of Non-University Higher Education' (May 1977).

Indeed in the Colleges of Agriculture there are quite separate and different conditions of service from those applying in Further Education generally.

2.2.2 Staff included in the Study

This study has limited its attention for the most part to the needs of full time academic staff, although in part, the needs of part time academic staff have been considered and referred to.

In terms of information collection the study has focused on a managerial perspective and substantial amounts of information has been obtained from College Principals and Vice-Principals. In addition information has also been obtained from individual members of academic staff themselves. In other words the study has concentrated on people who are actively engaged in the education process as practitioners and who in the course of their normal duties are either in day to day contact with staff or students.

2.2.3 Range of Training Activities Considered

Although in many parts of the study no specific limiting factors have been applied the main field research study (described in chapters 6, 7 and 8) have focused on three courses, the City and Guilds 730 Further Education Teachers course (C&G 730), the Associateship course of the College of Preceptors (ACP(FE)) and the Certificate in Education (Cert.Ed.) This limit was applied in order to achieve an indepth study of the decision making process which related to staff being sponsored to take these particular courses. The belief is that the findings will be a good guide to the more general decision making activity relating to more broadly based staff development issues. They were also regarded as courses which would have general recognition throughout the whole of Further Education in England and Wales

and therefore would form a satisfactory basis for a comparative analysis.

2.2.4 Geographical Considerations

In the major survey (described in chapters 6 and 7) it was intended to analyse the position in both England and Wales. In fact the response rate from Welsh Colleges was very small, too small for any meaningful conclusions to be drawn. In retrospect, and as a result of the inadequacy of research data collected, it has been reluctantly decided to exclude the Welsh scene from the analysis. Therefore the analysis is restricted to non-advanced Further Education colleges in England only. The response rate was considered to be good enough for a regional comparative analysis to be undertaken. This comparative analysis forms the basis of chapter 7.

The other field surveys (i.e. those described in chapters 5, 8 and 9) were in fact opportunist samples based on colleges where the author is well known. The opportunist nature of the sample in fact resulted in a very high response rate.

3. DESIGN OF THE RESEARCH

3.1 The research which was started in 1979, had two major components namely Desk Research and Field Research.

3.1.1 The Desk Research consisted of:

3.1.1.1 A search and review of literature and research which has previously focused on the topic of Staff Development in Colleges of Further Education.

3.1.1.2 A search and review of literature and research relating to Staff Development in other areas of education or elsewhere which might have a bearing on this study.

3.1.1.3 A review and critique of theoretical models relating to the Staff Development activity. This review was not restricted to models developed in relation to Further Education. In fact it extended to training models developed by selected Industrial Training Boards to reflect the process of staff training and development

3.1.1.4 A review of the present policies of the various Regional Advisory Councils together with an analysis of any views or statements they have publicised.

3.1.1.5 A review of the growing number of reports and directives relating to Staff Development in Further Education. (Produced by bodies such as the F.E.U. information publicised and the Manpower Services Commission).

3.1.1.6 A review of literature produced by the major Further Education Teacher Training Centres, the City and Guilds of London Institute and the College of Preceptors relating to In-Service Cert.Ed. programmes, City and Guilds 730 and ACP(FE) courses respectively.

3.1.2 The Field Research which was undertaken over three years consisted of:

3.1.2.1 Four questionnaire surveys:

(1979) FIRST - was a survey of a small number of Colleges asking for a broad spectrum of information in order to establish a set of starting benchmarks. These benchmarks related to overview of Staff Development in 20 Colleges. The questionnaire was directed to College Principals/Vice-Principals. In addition to the questionnaire several of the Vice-Principals were interviewed by the author in order that the issues raised could be more fully investigated.

(1980/81) SECOND - A questionnaire survey of 126 Further Education Colleges focusing primarily on the City and Guilds 730, the ACP(FE) and In-Service Cert.Ed. courses. This survey was directed to Principals and Vice-Principals, the majority of whom did complete the questionnaire. Again a sample of the respondents were interviewed in order to expand the information obtained.

(1980/81) THIRD - A questionnaire to students who had taken the City and Guilds 730 or ACP(FE) courses.

(1982) FOURTH - A survey of College Principals/Vice-Principals with the aim of seeking information about changes in the approach to the professional training of Further Education teachers resulting from the significant changes confronting Further Education Institutions in contemporary times e.g. MSC/YTS schemes and MSC Staff Development initiatives; Vocational Preparation; Open Tech; Foundation Course programmes (e.g. C & G 365).

3.1.2.2 Structured interviews of 16 Senior College Managers representing 16 Further Education Institutions.

3.1.2.3 A structured interview with a Staff Development Officer representing one Regional Advisory Council.

3.1.2.4 A restricted survey of staff at Wakefield District College to obtain their views of (i) training that has taken place designed to equip them for contemporary methods/problems and (ii) to determine their view of their own training needs.

4. DESIGN OF THE DISSERTATION

4.1 General Overview

The dissertation is essentially in three parts. *Part One*, consisting of three chapters (2,3 and 4), examines the concept of staff development from three different angles. Chapter two examines the historical and developing need for staff training

within Further Education. The chapter tends to concentrate rather more on the changes needed to meet contemporary demands (i.e. from the mid 1970's to the present day). Its main purpose is to identify and raise appropriate questions relating to the process of staff development, questions which perhaps all college managers should now be asking. Chapter three is largely a comparative analysis of some examples of actual college practices. Through this comparative analysis the chapter seeks to gain further insights into the nature and concept of staff development as interpreted by institutions actually in the field. A considerable amount of data was collected from a number of different colleges, all on the basis of visits made by the author to the colleges in question, sufficient for a useful picture to be formed regarding staff development structures and practices. Chapter four represents a critical review of the theoretical perspective. Its main focus is a critique of various theoretical models which have been propounded by a variety of different writers.

These three chapters really examine the questions What is Staff Development and what is it for? They review what people and institutions think they are trying to achieve through the medium of staff development.

Part two represents the various aspects of field research undertaken in the course of this study. In very simple terms the field research programme attempted to establish what actual practices were taking place within individual institutions. The largest survey is described in chapters six and seven. In this survey a random sample of 150 colleges were approached and 126 positively responded. In all but one respect this response was considered to be highly satisfactory. The one disappointing factor was the low response from Welsh colleges. Nevertheless a sample of 126 colleges represents approximately one third of all the non-advanced Further

Education colleges in England and Wales and is considered large enough for some valuable and generalised conclusions to be drawn. The other surveys were not random samples but opportunist samples. There were a number of reasons for this namely:

4.1.1 Chapter 5 describes a survey designed to establish an overview or in other words a preliminary profile of the nature of the staff development activity in individual institutions. Unknown to the author FERA^{*} were in fact carrying out a very similar survey at almost exactly the same time. In practice this was quite useful since it allowed a comparison to be made between the findings of the two separately conducted studies.

4.1.2 The survey of students who had taken either the C&G 730 or ACP(FE) courses was undertaken primarily to find out the extent to which management were perceived, by the individuals, as having positively taken part in their decision to take the course. It was felt that the best and most effective way of obtaining a good positive response was for the author to use centres where he was known either by the course tutor for the respective course or by the Principal or Vice-Principal of the particular college. In practice the use of this opportunist method resulted again in an excellent response rate (described in chapter 8).

4.1.3 The final survey was conducted towards the end of the study programme and was undertaken to ensure that the research had current validity. The questionnaire used was open ended and required each respondent to take a considerable amount of time in its completion. In many instances it required the respondent to actually perform some time consuming data collection in order to complete the questionnaire. It was felt that such a survey would not be well received on a random basis. The author selected 16 Principals/Vice-Principals whom he felt fairly certain would give the commitment necessary.

* The Further Education Research Association.

Part three represents an overview of the conclusions drawn and develops a conceptual model relating to the management of staff development.

4.2 TABLES AND APPENDICES

The questionnaires themselves have not been incorporated into the body of the text but have been placed in the appendices. Statistical tables have been derived from an analysis of the questionnaire responses and these have been used in the text of the various chapters where appropriate. In the case of the first and final questionnaires it was not possible to summarise the data collected and therefore they have been left blank.

The remaining appendices are included to show examples of (i) R.A.C. responses to circular 11/77 (ii) an example of the post ACSTT I model Cert.Ed. course for in-service training of Further Education teachers (iii) a list of the CNAA Cert.Ed.(FE) approved centres and (iv) the MSC proposed accredited training centres and (v) the sources of data used in compiling this research report.

5. CORROBORATIVE EVIDENCE

Williets (17) points out that research of this kind, i.e. that which is heavily dependent upon interviews, interpretation of data collected via questionnaires and the case study approach, relies upon the researcher's ability 'to record and his judgement in the matters of interpretation and significance'. It is acknowledged that there is a high degree of subjectivity in the process. Williets points out that an important component is the researchers own legitimacy (i.e. his experience and reputation in the field being investigated). Williets is supported in

his view by Charnley and Jones (18) who stress the importance which can be derived from the researcher's own professional experience in relation to the interpretation of data. They qualify this view in that they refer to situations where the researcher is in fact researching an area in which he is, or has been, professionally associated and therefore has a knowledge and background against which valuable and informed judgements can be made (i.e. the researcher is not simply 'a camera with an open shutter'). In this context the author feels that it is important for the reader to be aware that he has been employed in Further Education for over 12 years, in 7 of which he has occupied a senior management position (i.e. Head of Department and Vice-Principal). In his present post, the author has direct responsibility for the total staff development activity in a college employing 425 full time academic staff.

6. THE EVOLUTIONARY NATURE OF THE TOTAL PROJECT

One important point must be borne in mind by the reader. Although there was a firm research design and framework at the commencement of the study, the research activity has in fact, of necessity, been evolutionary. Over the four to five year period (1978/1983) Further Education has had to face up to change on a scale never before seen in its brief history. This five year period witnessed the height of the impact of T.E.C. and B.E.C., the rapid development of programmes for the young unemployed, the introduction of new in-service schemes of professional teacher training, greater demands for accountability, financial constraints and curriculum change on a quite monumental scale. This research project had to be sufficiently flexible to be able to take

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18. Charnley, A. H. and Jone, H. A. - 'The Concept of Success in Adult Literacy' - Huntingdon (Cambridge 1979) pages 44-45.

this change into account. Indeed it is important that it has done so for, as chapter 9 will show, the change has had a considerable and marked impact on the staff development activity. A most important consideration in this change process is the marked impact of the Further Education Review and Development Unit (F.E.U.). It is both gratifying and encouraging to note the very important and positive impact the F.E.U. has had. Perhaps, more recently, the staff development publication 'Teaching Skills', published in June 1982 is particularly noteworthy in that such a large number of institutions appear to have responded very markedly to it (see chapter 9) in terms of their staff development activities. This research project has clearly shown that the F.E.U. is providing a very important and useful advisory function to the Further Education Service and that individual institutions are responding most positively in those areas where contemporary demands are having greatest impact e.g. staff development.

PART ONE

AN EXAMINATION OF THE CONCEPT OF
STAFF DEVELOPMENT FROM THREE DIFFERENT PERSPECTIVES

- THE HISTORICAL AND DEVELOPING NEED
- THE NATURE OF ACTUAL PRACTICES IN COLLEGES
- THE THEORETICAL VIEWPOINT

CHAPTER 2

STAFF TRAINING AND DEVELOPMENT

AN HISTORICAL AND DEVELOPING PERSPECTIVE

1. An Historical Retrospect since the 1944 Education Act

Some commentators regard the 1944 Education Act as a major turning point in the history of the development of Further Education in England and Wales (1). Prior to 1944 there was no systematic training available for staff entering the service, recruitment was haphazard and most of the work was performed by part time staff. McNair (2) described the recruitment of Further Education teachers as 'haphazard and opportunist'. In looking to the future McNair stressed the importance of post entry training and development of full time staff, particularly professional training as teachers. McNair based this view on his two primary predictions, that of tremendous growth in Further Education provision and a movement towards the employment of a greater percentage of full time academic staff. The report also identified that the training needs of staff employed in the Further Education Sector were different from those of colleagues in the schools. The fundamental difference was that the training had to reflect the practical world which Further Education serves. This difference highlights the problems of (i) learning which is associated with mature students and those already earning their living (ii) of uniting the fundamental theory of technical subjects with the relevant details of industrial and commercial practice (iii) of the need for the Further Education teacher to see the economic and social relationship of his subject with the whole sphere of industry and commerce and (iv) the very important need for the trainers of

1. D. F. Bratchell - The Aims and Organisation of Further Education - Pergamon - (1968).
2. McNair - Teachers and Youth Leaders - H.M.S.O. 1944.

Further Education teachers to have had practical experience of Further Education and the associated fields of industry and commerce. Not surprisingly McNair favoured post entry in-service training because of the need for industrial experience in the majority of cases and the consequent likelihood that the majority of Further Education student teachers would be more mature than their school counterparts.

By 1956 it was clear that the growth predicted by McNair was in practice being more than fully realised. In fact the Willis-Jackson report (3) forecast an even greater expansion in the late 1950's and 1960's. In this report, as with that of McNair, emphasis was placed on the important need to assess and make provision for the professional training needs of full time staff employed by the service. A joint committee was formed from the National Advisory Council for the training and supply of teachers and the National Advisory Council on Education for Industry and Commerce. The report which resulted made two significant recommendations, firstly that an increased provision for Further Education teacher training should be made available and secondly that there should be greater financial incentives for staff to undertake the training. The Willis-Jackson report was in many ways a landmark in that the subsequent developments, resulting directly from its recommendations, included the establishment of the Colleges of Education (Technical) (4) the creation of the Further Education Staff College at Blagdon, near to Bristol (Coombe Lodge) and the setting up of a permanent advisory committee on the supply and training of teachers for Further Education.

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3. The Supply and Training of Teachers for Technical Colleges -
H.M.S.O. (1956).
 4. Garnett, Wolverhampton (1961) - Bolton and Huddersfield.

The importance of these three developments cannot really be overstated. In the Colleges of Education (Technical) we now had a facility for both the pre entry and post entry professional training of teachers specifically designed with the needs of the Further Education Service as the dominant focus in the curriculum. Coombe Lodge provided a base for a range of in-service training courses designed to meet many of the needs of serving Further Education teachers. Much of this in-service training has focused on management development for senior college staff but significant emphasis has been placed on the training of staff to better cope with curriculum change and innovation. Through the advisory committee system a mechanism was established whereby the training and development needs of teachers could be periodically reviewed.

The next major landmark in the development of Further Education, as far as staff development and in-service training are concerned, was the Russell report (5) of 1966. This report again emphasized the importance of the professional training of Further Education teachers pointing out that less than one third of teachers in full time employment were professionally trained. Greatest emphasis was placed on the training needs of those staff teaching students in the younger age range (e.g. post 16) with a specific target that by 1969 post entry training should be compulsory for all new entrants to the basic grade (then Assistant Lecturer) within three years of initial appointment. Perhaps legitimate criticisms of the report's recommendation would concentrate on two important questions i.e. Why only new entrants to the Assistant Lecturer Grade? and why only those concerned with the teaching of students in the younger age range? Perhaps the answer might have been that it is in these categories that the closest comparison could be made with compulsory school education and the established

training process for school teachers. Whatever the reason the recommendations were in fact rejected on the grounds that such conditions would impede recruitment at a time of great need. The argument here illustrates one of the major dilemmas effecting Further Education to this day, that is that, by the time students reach the age of transfer or entry to Further Education many of them require programmes of education and training with a specific vocational bias, some at the technological level, but the majority at the technician or craft levels. The staff needed to teach on such courses are required to have had a considerable degree of success in a specific vocational area of employment as well as having obtained the relevant qualifications. The conditions of service have never been so generous that the attraction to Further Education teaching would support a conditional appointment for such people i.e. that they must undertake and successfully complete a compulsory course of professional teacher training before being confirmed as a permanent member of staff. Nevertheless the Russell report is still regarded as a significant landmark in that it yet again emphasized the need to give attention to the professional training and development of Further Education staff.

2. The Professional Training need of full time staff in quantified terms

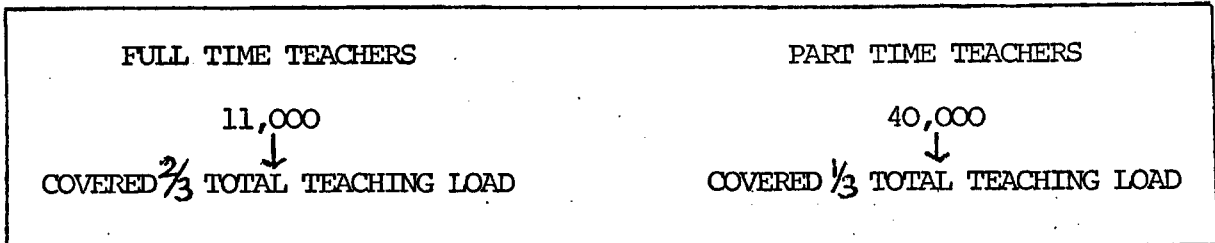
In 1968 Bratchell (6) illustrated the size of the in-service training question (see Figure 1) i.e. the size of the task was in fact its biggest single problem (two thirds of full time staff were in fact untrained as teachers). He advocated a range of different methods to train teachers for their specific job roles as teachers including short in-service courses, an extension of the extra mural centres of the four College of Education (Technical) greater use of the City and Guilds 730 course for full time as well as part time staff and greater involvement with the Universities*

6. Bratchell Op.Cit. page 131 (he was in fact referring to stats which were then already ten years out of date).

*(Note - Bratchell was in fact employed at a Welsh University and it is interesting to note that University College, Cardiff was the first to ahog any involvement in Further Education teacher training).

FURTHER EDUCATION

PROFILE OF THE PROFESSION - 1957



THE FULL TIME TEACHERS

- (i) 60% of the 11,000 had degrees or equivalent qualification.
- (ii) Of this 60%, 43% were in Mathematics and Sciences.
27% were in Technology.
- (iii) 50% of the 11,000 were employed in Science and Technology
12% of the 11,000 were employed in Commerce
10% of the 11,000 were employed in Building Trades.
- (iv) 33.3% of the 11,000 were professionally trained as teachers (but most of these were employed in areas of the curriculum other than technology).

FIGURE 1

(It is interesting to note that at this time the Universities gave scant attention to the Further Education Sector so much so that several correspondents even to this survey remarked that they wondered if the Universities knew that Further Education existed at all!).

By 1970 more than 50,000 teachers (see figure 2) were employed full time in Further Education Services and still less than one third were professionally trained. In the early 1970's a number of voices began to be heard echoing the concern that had been continuously raised since the McNair report of 1944 i.e. that not enough attention was being paid to the development needs of full time teachers in Further Education particularly that of professional teacher training. The Teachers Union, the Association of Teachers in Technical Institutions (A.T.T.I.) (7) gave rebirth to the view expressed in the Russell report of 1966 that the priority need was for those junior teachers (Assistant Lecturers and Lecturers Grade 1) who were predominantly engaged in teaching students in the 16-19 age range. The logic used by A.T.T.I. was that such work was an extension of school where professional training was compulsory. At this same time circumstances looked more promising, than at any time in the previous twenty five years, for a significant enhancement of provision to take place. The 1972 White Paper and the subsequent contraction of initial teacher training for the schools sector suggested a redeployment of resources which might enhance the provisions available for Further Education. The White Paper in fact gave a hint of such a development by showing a recognition that all teachers in Further Education should be systematically introduced to professional training for the profession in which they were employed and that improvements

7. Technical Teacher Training, A Policy Statement by the Association of Teachers in Technical Institutions (1963).

THE GROWTH OF THE FULL TIME TEACHING
FORCE IN FURTHER EDUCATION

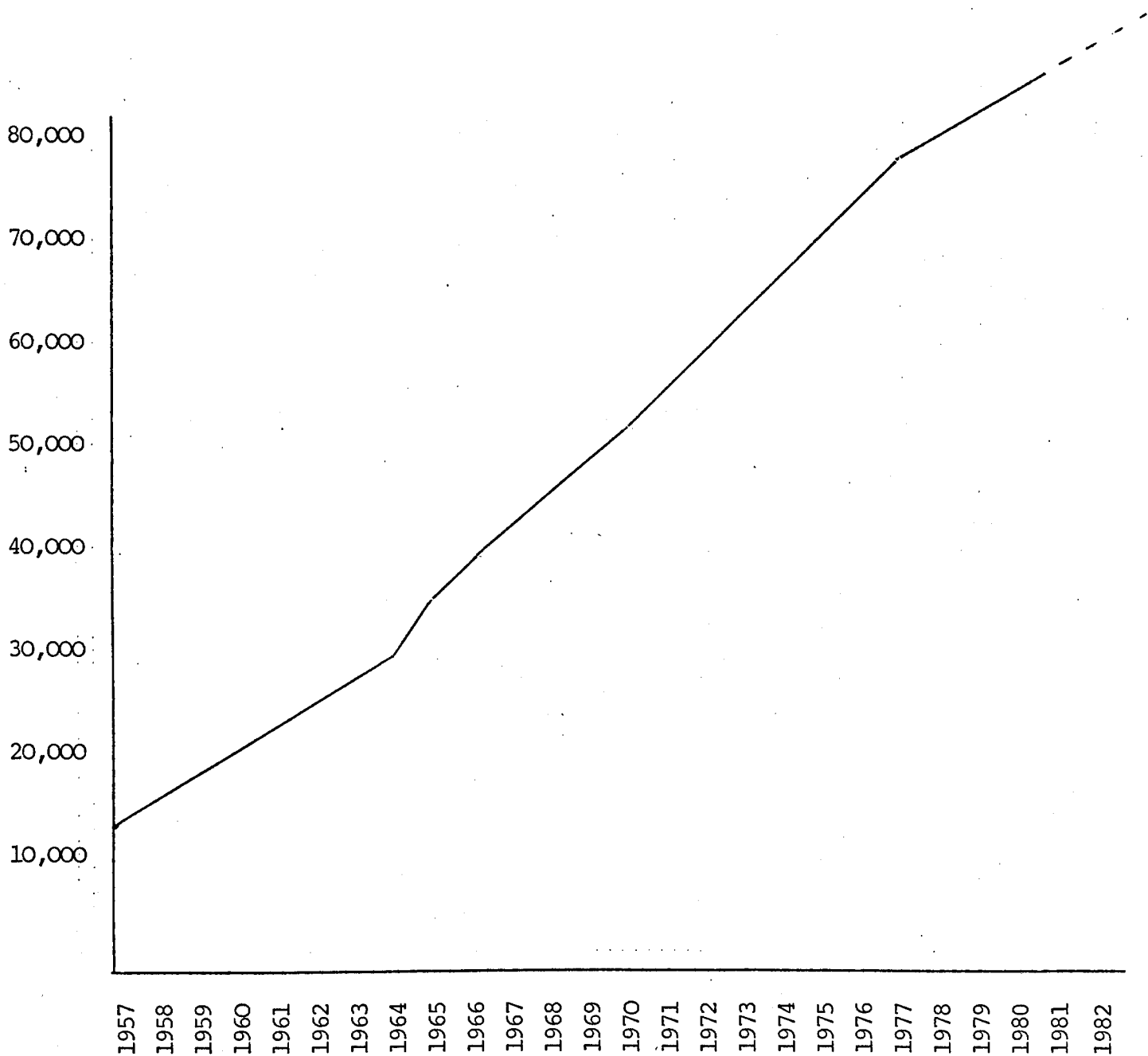


FIGURE 2

should also be made to the opportunities available for their continued in-service training. There were, of course, many problems which made such an initiative difficult. The major one was the difficulty of redirecting resources which had been developed for training of staff in the schools sector to Further Education. College of Education lecturers had, by and large little, if any, knowledge or relevant experience directly appropriate to many of the needs of Further Education. The teaching programme, materials and other resources were in large part inappropriate and there was little direct vocational linkage (other than to the profession of teaching).

3. The Professional Training need re-examined by ACSTT

In fact little happened until 1975 when the Advisory Committee on the Supply and Training of Teachers published a report relating to the training of teachers in Further Education (8). Like other reports it is known by the name of its chairman (Professor N. Haycocks). The Haycocks report was prepared and submitted to the Secretary of State (Department of Education and Science) but no action was taken until 1977 when a circular (9) was published giving support to the majority of the recommendations made in the 1975 report.

The Haycocks committee had noted yet again that only one third of existing full time staff in Further Education were in fact professionally trained as teachers (i.e. they had not successfully completed a programme of teacher training recognised by the D.E.S. e.g. Certificate in Education), and that there was no mandatory pre service training requirement. Because of this latter point a number of different initiatives were indentified within the system to encourage teachers to undertake in-service training

8. ACSTT 'The Training of Teachers for Further Education' - June 1975

9. D.E.S. 'The Training of Teachers for Further Education' - circular 11/77 (17 November 1977).

on a voluntary basis (10) (e.g. C&G 730). Apart from observations of this type it is interesting to note that at no stage does the report make any reference to an assessment of need based upon an appraisal of the actual performance of the existing full time teachers within the service i.e. what approximate percentage of untrained staff are in fact felt to have real deficiencies as teachers and do they fall into any particular pattern as regard say academic or vocational disciplines, age groups, length of service and so on? Indeed the whole legitimacy of the report rests on the assumption that because two thirds of the teaching force were not professionally trained as teachers there must be an urgent and sizeable in-service training problem. If, in reality, a significant proportion of the staff were, and still are, in fact performing adequately as teachers without this professional training then the assumption must be suspect, as will be the report's conclusions. Since no information was (or is) in fact available to perform such a qualitative and quantitative analysis, the Haycock recommendations really need to be viewed with this apparent weakness in mind.

As a result of the assumption made, the report made six main recommendations as follows:

1. That all new entrants with less than 3 years service and who have not undertaken pre-service training should take a systematic induction course.
2. A proportion of those completing the induction course should continue with professional training leading to a formally recognised qualification (this proportion was suggested to be about one third).
3. All new entrants with a one year pre-service professional training qualification should take a substantial induction programme.

10. Ibid paragraph 5 page 3.

4. Further Education in-service training should be more generously supported than the in-service training activity for staff in the schools sector.

5. 5% of the full time teaching staff in Further Education without a formal teacher training qualification should be released annually to undertake in-service teacher training by 1981.

6. Individual Further Education institutions should appoint a professional tutor.

The D.E.S. circular 11/77 backed these recommendations in principle but was somewhat cautious about their implementation. Specifically it recommended to Colleges and Local Education Authorities that the induction training recommendation should be made towards achieving the in-service training objectives, but with a target of 3% not 5%, and that the 1981 target date should be regarded with flexibility. Perhaps more importantly the circular ignored the recommendation that Further Education in-service training should be more generously supported than that in the schools sector. The Regional Advisory Councils were asked to submit individual responses to the circular to the D.E.S. in order to facilitate adequate planning and co-ordination at a regional level.

4. Staff Development as a wider concept than just Professional Teacher Training

The Haycock report looked also at the wider aspects of Further Education Staff training and development and in particular pinpointed the rapid curriculum demands which would be placed on the service in order to meet changing client needs (e.g. industry, commerce, the professional and adult population and the unemployed) (11). Staff would require to

11. Ibid paragraph 35 page 12.

be up to date in their knowledge of trends and developments in vocational areas and must be able to undertake curriculum development and management in order to meet the changed demands.

Attention was also given to the institutional structure needed for the task. The report recommended that all individual Further Education institutions should have, as a normal activity, planned programmes of staff development which included induction training.

By the middle of 1980 the Secretary of State had received all the responses from the nine Regional Advisory Councils in England plus that from Welsh Joint Education Committee. These responses demonstrated a wide range of existing provision and some variance in response to the Haycock proposals. For example the response by Yorkshire and Humberside (12) identified finance as the major restriction affecting what was possible. A composite long term model was proposed for in-service training consisting of an introduction phase, a 50 day induction phase and a certification phase (see Figure 3). In addition the response emphasised that much staff development must reflect the individual needs of the separate Further Education institutions and therefore many activities were best organised internally. The regional model was only concerned with those aspects of staff development which could not be organised and run internally. The Yorkshire model also stressed that the staff training need is very much wider than just teacher training and pointed out that a significant problem was that many institutions had no staff development plans to face up to all the various needs. The needs were summarised as

(i) an induction of newly appointed teachers to their new organisation.

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12. Yorkshire and Humberside Council for Further Education : Regional Development Plan for the Training of Teachers in Further Education (1979) - See Appendix 6.

- (ii) An induction of new teachers to their profession.
- (iii) Initial teacher training.
- (iv) Follow up training for recent pre-service trained teachers in their first appointment.
- (v) Advanced courses of education.
- (vi) Introduction to new programmes, new teaching techniques and current problem areas.
- (vii) Updating of subject matter.
- (viii) Updating of industrial or professional work experience.
- (ix) Training in Management skills.

The East Midland R.A.C. (13) found that the percentage of teachers in their region without professional qualifications was less than the national average (i.e. 51% of full time staff were without a formally recognised teaching qualification). Like the Yorkshire and Humberside response the East Midlands strongly emphasized the need for a qualitative analysis of training needs in each institution and that teacher training for all staff was not necessarily a priority requirement. The response suggested that there were common features of any assessment of teacher performance namely:

1. The teachers ability to analyse each teaching situation, define his aims and objectives and plan a realistic teaching and learning programme.
2. The relationships developed by the teacher and the development of autonomous learning skills amongst his students.
3. The teacher's level of awareness of his own and his students needs, his powers of self appraisal and his ability to manage the necessary resources for learning.

(14)

THE YORKSHIRE AND HUMBERSIDE MODEL
FURTHER EDUCATION TEACHER TRAINING

PHASE 1 - INTRODUCTORY COURSE

A task oriented approach to introducing newly appointed staff to their college.

PHASE 2 - INTRODUCTION TO TEACHING

Aim

an induction of all newly appointed untrained teachers to the profession of teaching.

Structure

- 50 days of study and practical work
- 1 day per week for 1 Academic Year
- 4 week Block in one or two blocks
- remission of class contact.

Content

- activities must relate to the needs of individual teachers
- a detailed analysis of individual needs should be undertaken before the course is devised.

PHASE 3 - CERTIFICATE COURSE

one further year leading to Cert.Ed.

FIGURE 3

THE INSERVICE PROFESSIONAL TEACHER TRAINING MODEL

EAST MIDLANDS REGIONAL ADVISORY COUNCIL

PHASE 1 - Induction of all new entrants - under the guidance of the individual Further Education Establishment.

PHASE 2 - Introductory part-time day release course of approximately 1 Academic Year (similar in structure and format to the City and Guilds 730 course).

PHASE 3 - Topping up of phases 1 and 2 to give qualified teacher status (a minimum of 10 weeks study).

FIGURE 4

There are clearly similarities between the Yorkshire and Humberside and East Midlands models for in-service professional teacher training (see Figure 4), indeed it is clear to see that both reflect the model envisaged by the James Committee in 1971. The London and Home Counties Regional Advisory Council (15) were also similar except that their model had only two phases an induction year followed by an advanced year with certification at the end of both years (the first year not being Cert.Ed. equivalent but perhaps C. & G. 730 or A.C.P. (FE) equivalent).

5. The rapidly changing training and staff development need

The most significant common plea by the Regional Advisory Councils was the requirement to back training ideals with tangible assets. One

15. London and Home Counties R.A.C. - response to D.E.S. circular 11/77 'The Training of Full Time Teachers in Further Education' (August 1978).

Regional Advisory Council in particular stressed that if the D.E.S. really intended to realise the aims of circular 11/77 then the government had to inject additional money into the system. In addition to the response of the Regional Advisory Councils the National Association of Teachers in Further and Higher Education (16) also gave a response to both Haycock and circular 11/77. In particular they pointed to the critical needs of teachers in Further Education, namely knowledge and skills in communication, educational technology, evaluation and use of variety in teaching methods, means of testing students, planning and preparation of teaching schemes and curriculum development. They pointed to the almost exponential rate of change now hitting the Further Education sector and pointed to an impressive list of examples to illustrate the trend since 1964 i.e.

- 1964 Industrial Training Act
- 1969 Hazlegrave Report leading to TEC and BEC
- 1973 Employment and Training Act leading to the creation of the Manpower Services Commission
- Growth in G.C.E. work within Further Education
- Growth of Polytechnic degree work
- Increased proportion of mature students
- Education for the young unemployed
- The micro electronic technological revolution
- Tertiary development.

N.A.T.F.H.E. came to the conclusion that there was in fact a threefold need namely for a sound basis of relevant and up to date subject expertise.

16. National Association of Teachers in Further and Higher Education
'The Education and Training of Teachers for Further and Higher Education (1978).

professional teacher training and in-service training and comprehensive programmes of staff development. To meet these needs there was a crucial requirement first for the Government through the D.E.S. to recognise them and as a result of this recognition to demonstrate a commitment through an adequate allocation of funds to do the job, and secondly an expansion and development of training facilities e.g. expansion and modification to the role and structure of the Colleges of Education (Technical).

Nevertheless the report and subsequent circular have resulted in a number of significant developments. First the simple task of documenting the activities taking place within the regions has been an informative and valuable exercise and has revealed quite a range and diversity of training initiatives in operation. Secondly the Colleges of Education (Technical), in conjunction with the Regional Advisory Councils and the institutions, have reviewed their structures to facilitate (a) the phased model and (b) greater involvement at the institutional level in the training process. Thirdly the Council for National Academic Awards (C.N.A.A.) established a Further Education Board in 1979 which defined a set of guidelines for the development and approval of courses of professional teacher training linked to the needs of Further Education. Through the initiatives of the C.N.A.A. and institutions themselves a total of sixteen main centres had been approved by 1982 to offer part time programmes leading to the Certificate in Education (FE). Such a development has obviously increased markedly the size of the training provision and has increased the involvement of more institutions in the training process. Thus some of the predictions made in the 1972 white paper have now in fact been fulfilled.

6. The Professional Training needs of part-time staff

The Haycock's committee published two further reports, one (Haycocks II) (17) directed its attention to the training needs of part time teachers the other (Haycocks III) (18) focused on education management training. Haycocks II was concerned with achieving a better, more unified scheme of training for part time teachers in Further Education which at the same time would give them greater personal recognition. A similar three phase model was suggested to that for full time staff and Regional Advisory Councils were requested to submit responses. These responses proved to be rapid and positive but, as yet, have not resulted in any appreciable change in pattern or emphasis. The majority of part time staff who actually engage in formal training take the City and Guilds 730 programme although a growing number are enrolling for the regional schemes e.g. The Yorkshire and Humberside Association of Further and Higher Education (FE) teacher course. The problem of part time staff are many and varied. They embrace almost every academic and vocational discipline. They include adult education tutors. The teaching contribution may be as little as 1 hour per week and as much as 20 hours. Many have full time occupations other than teaching others have no other form of earnings. It is therefore apparent that whatever plan was devised for the training of part time staff it would have severe problems in implementation.

7. The need for training in Management Skills

Haycocks III was really more of a discussion paper than a formal report to the D.E.S. It focused on the whole range of provision available for the training of staff in management skills appropriate to Further Education. This is an important report in relation to this research

17. Advisory Committee on the Supply and Training of Teachers - 'The Training of Adult Education and Part Time Further Education Teachers' (1978).
18. Advisory Committee on the Supply and Training of Teachers - Department of Education and Science (25 August 1978).

project in that it deliberately sets out to look at certain training needs of staff outside the field of professional teacher training. Staff development, whilst it embraces the teacher training activity, is identified as covering all aspects of training designed to improve both an individuals role within a formal organisational setting as well as his development as an individual. This point is illustrated in paragraph 3 of the report when it says 'training for education management should be related to the development of Further Education teachers generally'. The report points to the essential characteristics of the management activity namely that of being 'concerned with the decisions on the alternative use of resources, with the implementation of these decisions when made and with the assessment of operational effectiveness' (19). In the area of staff development as a particular example of the management of a resource, it is important that we know more about how decisions are actually made in order to develop a hypothesis of how they might better be made.

From a general point of view Haycock III is both interesting and important in that it clearly indicates that all staff are engaged to some degree in a management activity; classroom and curriculum management are the two clearest examples related to the more junior staff. It therefore recommended that even initial teacher training should give some attention to management skills and theoretical knowledge. Nevertheless the report is rather vague and generalised on all points. It covered a very complex and multi faceted activity rather briefly and included a number of contentious statements. For example when referring to the content of management courses it stated that 'there is no common content which would be generally applicable' (20). It really did little more than list the range of provision that currently existed in the field of education

19. Ibid paragraph 8.

20. Ibid paragraph 7.

management training, cataloguing the aims and objectives of the programmes and stating the needs which have been stated by the professional management associations over and over again. Perhaps the most important statement was made in paragraph 29 where the report stated that 'too little is known about how institutions operate, how decisions are reached and how resources are deployed'. This statement endorses the value of the research that has been undertaken in this study and it is hoped that as a result of the findings contained in this dissertation a little more will be known about the decision making activity relating to staff development in Colleges of Further Education.

8. The Nature of the Change

8.1 The 'Haslegrave' Factor

In 1969 the Haslegrave Committee published its report concerning the nature of technician courses and examinations. It recommended the introduction of a unified pattern of course provision for both technicians employed in Engineering type occupations and in the fields of business and office studies. It was as a result of this report that the Technician Education Council (TEC) and the Business Education Council (BEC) were formed (i.e. in March 1973 and May 1974 respectively). Since the early 1970's there has been a concerted effort throughout Further Education to develop the new courses successfully. Indeed the remit of the new councils has now extended to include such curriculum areas as Art and Design, Computer Studies and Catering. The staff development implications of this 'Haslegrave' factor cannot be overstated. Their impact on the Further Education system has been considerable.

These two examining councils have, in their separate ways, represented curriculum change and innovation on a gigantic scale. Individual staff have been required to engage in curriculum design, development and evaluation. This has involved (i) market research and technical research in developing course content (ii) educational research in developing appropriate curriculum methodology (which has in many cases represented a major shift in emphasis from the teacher to the student) and assessment

techniques (with an ever increasing movement towards profile assessment techniques) and (iii) evaluation research which has required the development of information sources and information handling techniques on a scale most teachers have never before faced. In addition teachers (who for most part have been trained as single subject 'specialists') have been required to face the problem of multi-disciplinary and even interdisciplinary curriculum initiatives which have required team planning, team teaching and team assessment. During the developing years since 1974 both T.E.C. and B.E.C. have become increasingly involved in the staff training activity. Both organisations have held numerous training sessions, usually held on a regional basis, and both have issued training and advisory documents (e.g. the B.E.C. document published in March 1980 entitled 'Assignments and Assessments in BEC Awards'). Perhaps the most important factor to emerge from the T.E.C. and B.E.C. example is that staff have been required to obtain a new range of skills and understanding related to specific curriculum needs. B.E.C. requires, at the moment anyway, different skills for the most part than T.E.C. (for example B.E.C. is giving much greater attention to curriculum methodology than T.E.C., but, of course, this could change, particularly in the light of the recent merger of the two institutions to form B.T.E.C.).

8.2 Vocational and Pre-Vocational Preparation Initiatives

The concept of a 'Basis for Choice' (21) where youngsters are provided with a range of vocational experience coupled with a general preparation for adult life is a growing theme within Further Education. The City and Guilds for London Institute have developed a whole range of Foundation Studies certificates. B.E.C. and T.E.C. have expressed a positive interest in the concept of a general foundation programme for 16+ and 17+ young people.

21. See Further Education and Development Unit (FEU) reports (i) 'A Basis for Choice' (June 1979) and (ii) 'ABC in Action' (September 1981) also (iii) 'Vocational Preparation' (January 1981).

It is likely that the much talked about 17+ examination will in fact be administered on a tripartite basis (22) consisting of C.G.L.I., T.E.C. and B.E.C. and the resulting programme probably encapsulating the best elements from courses such as B.E.C. General and the City and Guilds 365 Foundation Studies Certificate. Whatever the final outcome it is certain that the new courses will present the teacher with a generic curriculum biased towards student centred learning and adopting profile assessment techniques. Such initiatives re-emphasise the staff training need that will be generated by the course curriculum itself.

8.3 Staff Training and Development and the Impact of the Manpower Services Commission

The Manpower Services Commission has progressively played a more important role in Further Education and in particular in relation to the provision of courses for the young unemployed. The number of different initiatives are too numerous to mention here. Perhaps two or three should be singled out as representing the major changes which staff in Further Education are required to accommodate. The Youth Opportunities Programmes (Y.O.P.) represents one of these. This scheme, which had a number of different types of course programme, brought two areas of major change for college staff. The first was the type of student who now attended college courses and the second was the type of courses which were required to be taught. Many of the M.S.C. students would not have taken a college course had it not been for the unemployment situation. A very large number of them would not satisfy the entry requirements for the majority of traditional Further Education courses. Perhaps an equally large number really didn't want to be in the college anyway. These factors presented staff with a large number of students with a wider range of ability than that which they

22. The author was privileged to see a draft proposal, as yet unpublished, tabled at a B.E.C. Education Committee meeting where this tripartite concept was outlined.

were accustomed to coping with, with (in the majority of cases) a lower level of academic attainment, a lack of general interest in what conventional education and training has to offer, no immediate opportunity for employment and a general disenchantment with their lot in life. Such students required new skills on behalf of the teacher. The teacher is required to build new relationships, adopt a different role in relation to the student, becoming in many cases more a social worker, counsellor and confidant than a traditional teacher. The courses are less concerned with the development of specific skills but are more concerned with bringing about changes in attitudes and developing generic skills.

The New Training Programmes (N.T.P.) represent a development of Y.O.P. The major changes are the scale of the initiative and scope of the programmes. To a certain extent it is possible for college based programmes under N.T.P. to encapsulate traditional Further Education programmes (e.g. basic T.E.C. units or B.E.C. General) thereby bringing them closer to what the Further Education teacher is more familiar with. But this is only possible to a limited extent (i.e. to the college based programmes of the Youth Training Scheme). It is the hope and aim of the M.S.C. that the majority of N.T.P. trainees will be industry based with a limited amount of 'off-the-job' training and education, some of which might be carried out in Further Education colleges. Most Y.T.S. students will not therefore be following a course of training leading to a traditional qualification. Many will be the type of youngster which the Y.O.P. programmes catered for. The effect will therefore be that staff will be increasingly required to teach a different type of student to achieve new objectives by different methods and involving new styles of assessment and monitoring. Increasingly staff are being required to accept that the college is open for 48 weeks in each year and that the academic year is an outmoded limiting factor in relation to the needs of many young people.

The third M.S.C. initiative which must be mentioned in developing this general picture of the change scene is the 'Open Tech' scheme. This scheme is based on the concepts of learning at a distance, with some open entry to courses (similar to the Open University model) and with limited tutor/student actual contact. There are many different concepts here almost wrapped into one. Distance learning is synonymous with correspondence learning which is very similar to the B.E.C. concept described as directed private study. A different concept is that of flexi-study where the learning programme is capable of adaptation to suit individual needs. A still different concept is that of open entry to course programmes where candidates do not necessarily have to satisfy a prescribed set of entry conditions. All of these concepts require the teacher to acquire a whole range of different skills and techniques. These include the preparation and assessment of postal tuition packages, new administrative and control systems and a very greatly changed working routine.

A new dimension was added to the history of the development of staff development in Further Education when in 1981 the Manpower Services Commission (23) announced a scheme of external funding for Local Education Authority controlled staff training, designed specifically to prepare more staff to cope with the demands of the expanding Youth Opportunities Programme. This scheme (known as the 'Robertson Shilling' from the name of the original proposer and the basis of the calculation of the grant, namely 5p per student hour) had a number of quite stringent conditions. Firstly the grant would only be payable for clearly provable staff development activity (it could not be absorbed, in other words, into the general Further Education budget from the Local Education Authority). Secondly the Local Education Authority was to be responsible for ensuring that the planned staff training

23. Manpower Services Commission (M.S.C.) SPDMEMO 834/5 - 'Training for Young People on Work Experience Schemes' - November 1981.

activity actually took place and thirdly M.S.C. officers had the right to investigate both the Local Education Authorities and Colleges to see for themselves how the training was progressing. This action demonstrates that the M.S.C. recognise that the teaching skills required to cope with Youth Opportunities Programmes and Courses run under the 1982 Youth Training Schemes (under the M.S.C. New Training Programme Schemes) require teachers to become proficient in a whole range of new skills, including curriculum development, industrial liaison, life and social skills, negotiation etc. Furthermore they see the need as being so important that they are not prepared to leave the training initiatives to chance, hence the stringent conditions surrounding the award of the grant.

These developments represent a number of substantial changes. The following major extract from a Yorkshire and Humberside Association for Further and Higher Education (24) Working Party Report set up to advise on the staff development implications resulting from the new developments in 16-19 education illustrates some of the changes currently affecting Further Education institutions:

'Students on new style programmes may have different backgrounds to conventional Further Education students; e.g. wider range of ability, a lack of maturity, a lower level of academic attainment, a lack of interest in what conventional education and training have to offer, new employment or immediate opportunity for employment, a different attitude to working life etc.'

'Courses are not determined by external bodies with specified content and traditional methods of assessment. They are probably not routes to security, higher level courses or guaranteed employment, so to a large

24. Yorkshire and Humberside Association for Further and Higher Education - 16-19 Full Time Education - A regional response. Report from the Group convened to advise on the Staff Development issues connected with the new developments in 16-19 education. Staff Development News Letter No. 10 April 1982.

extent they have to be an end in themselves. The new courses will be far less concerned with specific skills, but more concerned with bringing about changes in attitudes and developing generic skills.'

'Structures for the control and administration of the provision for the 16-19 age groups are changing. Political, educational, financial and social reasons are given for the introduction of tertiary systems, for the break up of traditional college departmental systems and for greater inter-action between schools and colleges. The balance of courses is also changing, with fewer apprentices but more Manpower Services Commission financed schemes, for instance, 20% of Further Education courses nationally are now M.S.C. funded.

'The effect of the changes is that existing STAFF must teach different STUDENTS to achieve new OBJECTIVES by different METHODS involving new styles of ASSESSMENT within a changing EDUCATIONAL SYSTEM.'

'Staff. It is fair to ask staff to use their professional skills to teach a little away from their own subject and expect them to do so competently. However, if drastic changes are envisaged it is also fair that support should be given to enable staff to make the necessary changes without fear of being inadequate or losing professional or personal status.'

'It is now clear that recruitment for many traditional courses is going to be at a very much lower level. There will therefore be a number of surplus staff whose training and experience has been in a very narrow field of work. Fortunately many of these staff have 'volunteered' to participate in the new programmes and have done so successfully. However, we are now probably at the stage where 'conscripts' will have to be taken and transferred to new sections. These staff will need in-service training.'

9. Action needed to cope with contemporary teaching demands

The contemporary situation is requiring that attention be particularly paid to communications at several levels; college management and staff, staff and students, students and college, college and community and college and industry.

Staff need to know what is happening as soon as possible and will need to be made aware of the reasons for change. Staff who are most likely to be affected will need to be involved in all negotiations to take up new courses and be able to influence all aspects of their design and implementation. They will need to have copies of all relevant information documents, and these will be made more beneficial if incorporated into college based training sessions via mechanisms such as workshops, (since these are more likely to be effective in terms of involvement, commitment and understanding).

Staff are likely to have to make adjustments about their teaching styles and methods to communicate effectively with the new students. Their role is clearly changing from that of 'lecturer' to that of 'facilitator'. The style of communication will increasingly be two-way, as increasing effort is made to encourage students to articulate their needs and feelings. It also cannot be assumed that the new type of student will easily pick up or understand college rules and regulations, either formal or informal. Ways of co-operating within the community of the college will need to be explained verbally with opportunities of feedback and questions. The college is more and more being required to provide a different and more welcoming environment. Within the classroom or workshop the concept of a negotiated learning agenda places completely different demands on staff communication skills.

The traditional 'distance' which may exist between lecturers and students is being reduced both inside and outside the workshops or classroom. It is in this way that the personal development of trainees is being enhanced in order that they can be helped to integrate into the total organisation of the scheme in which they are partaking. As the reasons for the changes in methods of communication may not be obvious to other staff teaching conventional students, some problems are occurring (see chapter 9). The feeling amongst such teachers can be that a quiet classroom or workshop is ideal. There are arguments for and against the geographical integration

of new schemes with traditional courses. The main need is for a firm base which is 'home', but with all the facilities of the college being available.

9.1 College Organisation and Management

Any suggestions that staff may have to teach on 'lower Level' programmes of a less easily defined nature and involving different teaching strategies are likely to raise fears related to personal and professional esteem, as well as to promotional prospects. The traditional system in Further Education has until now, appeared to favour teaching on high level courses of a strictly vocational or academic nature. (indeed there is evidence to suggest that this is still the case, see chapter 9).

The fear of loss of status by well established and competent staff is an issue which must be considered. One way in which this might be done is to pay special attention to the methods of communication and by providing support for the change in the 'mix' or college courses at the highest level. This is providing a major challenge for the management of institutions which will inevitably require some change to established practices.

One significant change that some colleges have taken is to redesign their management systems away from traditional departments. These traditional structures often hinder the provision of new schemes, so the introduction of matrix systems and non-departmental responsibilities and control are seen as viable alternatives which provide a more flexible and accommodating approach.

The selection of staff to teach on the new style courses is proving to be a difficult problem to deal with (see chapter 9). College management are increasingly required to demonstrate their own commitment to the new work, its importance to the future of the college in its service to the community, and must show that the work has status in positive ways (i.e. in career terms, reputational terms and perhaps moral terms). These can include allocation of senior posts, designation of specific responsibilities and titles, allocation of resources and the setting up of teams to develop

the work. In many colleges special care is being taken not to subject staff to change in isolation. Staff are being selected on the basis of their willingness to participate, the flexibility and confidence to take on the new challenge by working in teams for mutual support.

As well as possible changes in organisation to meet the needs of new student groups, colleges are also having to consider the relevance of the traditional Academic Year. (i.e. more and more demand is being made to provide a service throughout a full 48 week working year).

9.2 Staff Response

For the purpose of this analysis we are considering the experience of staff moving from teaching on conventional Further Education courses to the new vocational preparation schemes. The important qualities are of flexibility and commitment. Staff are likely to be chosen to deal with this new area of work if they have shown themselves to be adaptable and prepared to try out new teaching methods and techniques. Attitude is all important since all the accumulated experience and qualifications a person has gained may be to a greater or lesser extent irrelevant. Conventional teacher training courses do not yet appear to have caught up with the realities of demands placed on new teachers (see chapter 9). The new ethos is to facilitate student centred individual learning programmes

For many staff the change from teaching their trade skills related to course goals to teaching attitudes related to student goals is difficult to make. Ideas about pastoral care and about the development of counselling skills have to be introduced. Relationships with students may have been distant, but now they need to be close with the development of diagnostic skills and knowledge of referral systems for student assistance. The level of pastoral care becomes more important than narrow course objectives. Somehow a curriculum must be devised to fit the individual students. This will require the teacher to approach his/her job in a radically changed way. With the change to planning student learning outcomes more in

effective terms comes a dramatic need for change in teaching methods.

Support is needed here in assisting teachers to plan different and imaginative types of classroom activity. The similarities of approach which are used in other areas such as schools and the youth service may lead to combined staff development work. If so, the development programme should exemplify the methods to be used.

10. Courses and their Development : Staff Development Implications

The planning of courses in non-advanced Further Education is not now a new exercise (e.g. T.E.C. and B.E.C.), but the departmental structure often prohibits those with skills painfully developed in one area from helping those in another (i.e. the lack of flexibility to transfer an individual from one area of work to another) are now much more related to the needs of the students, and are constantly revised as the need changes. Each group of staff tend to establish their own general rules where the activity is meaningful and the course is the incentive. (There is considerable evidence to suggest that staff become highly committed to curriculum development initiatives). (25).

One way of helping forward the necessary curriculum development and staff development, which are largely the same thing, may be for colleges to timetable all staff for some common non-teaching time. This time can then be used by the course team for planning meetings and other essential work such as the preparation and evaluation of resources. As the schemes are new, teaching and learning materials have to be collected, assessed and programmed by the entire course team. This may involve visits to local firms, schools and other resource centres, all of which must be supported by the college.

25. The Author is Chairman of the BEC National Awards Committee and the BEC Higher National Validation Committee. Over the past five years he has witnessed a growing degree of sophistication in course proposals. The quality of curriculum submission has improved markedly. The extent of staff involvement in individual submission is generally of a high order suggesting a considerable level of positive motivation.

Implications

The college and individual members of staff, including non-academics, may have their way through the transitional stages eased and speeded up if certain positive steps are taken by the college management. These are:

- (i) An acknowledgement that a change of emphasis is taking place within the college, and that the change of provision will be beneficial.
- (ii) The establishment of good communications at all levels which ensure that messages travel in both directions.
- (iii) The development of confidence in staff to deal completely with new work by giving them positive encouragement, status and the means to do the job.
- (iv) Team building and the creation of new roles within what must be a new structure.
- (v) The organisation of in-service training for staff who are to transfer to new areas of work. This training should be based on the curriculum planning for the new programmes.

10.1 M.S.C. - Accredited Training Centres

As a response to this changed and acute training need the M.S.C. indicated (Autumn 1982) their intention of encouraging a more sophisticated regional training provision with accredited training centres based on either the regional advisory councils or the Colleges of Education (Technical) or indeed any other centre who is able to satisfy the M.S.C. conditions.

Under this scheme the M.S.C. envisage the establishment of one accredited centre for each new M.S.C. area. The centre will cater for the majority of Y.T.S. staff training and development needs within its area. The M.S.C. has an open view regarding the type of institution which might best be able to provide the service required. Whilst Further Education institutions (including Polytechnics) are clearly identified as possible centres, the M.S.C. does not discount the possibility of using the regional management centres, private management centres (e.g Cranfield and Ashridge), industrial

training boards, group training establishments, individual company based training centres and M.S.C's own skill centres. Thus it is clear that M.S.C. do not regard institutions within the state system as the sole agencies to provide for staff training and development needs. This could represent yet another major change for the system to accommodate and respond to. The M.S.C. have a broad mind on the matter. Providing an institution can satisfy its conditions (26) the M.S.C. are quite willing to designate any appropriate body as an accredited training centre.

11. The 1980's and post 16 education : a rapidly changing scene

Alan Tuberfield (27) described the current situation as the 'premature arrival of the future'. He stressed that the changes which post 16 educational institutions are facing represented changes in ethical values as well as technological change. The changes are making considerable demands on the post 16 year old sector of education. These changes include behavioural considerations, including unreliability and under-achievement. In addition they called upon institutions to evaluate their curriculum. In many instances Tuberfield feels that institutions are not responding fast enough. His main conclusions are:

1. that institutions should accept a defacto raising of the school leaving age.
2. that the 16+ examination concept should be abandoned altogether.
3. that institutions should concentrate on life 'coping' skills rather than G.C.E. 'O' levels.
4. that profile assessment should be generally adopted - this would in large part replace the boredom which the present examination system results in.

26. See Appendix 13 for detail of the Accredited Centre Scheme.

27. Alan Tuberfield, Staff Inspector, Department of Education and Science speaking at a Conference on 13th July 1982 (unpublished) held at Durham University.

5. that institutions should replace the present cognitive curriculum with creative skills, personal knowledge, family studies and society study.

6. that Further Education should break out of its 'straight jackets' e.g.

6.1 timetabling

6.2 curriculum style which is restricted by physical factors such as buildings and Burnham conditions of employment.

6.3 that staff should increasingly be prepared to negotiate the curriculum on an individual basis.

Tuberfield acknowledges that these ideas would meet with a fair degree of resistance. Firstly parental attitude can be expected to be largely conservative with a strong belief in the traditional routes. Secondly staff will inevitably feel threatened. Two issues must be seen to dominate i.e. the need for in-service training and staff development and the need for the pastoral care of the staff. Thirdly there is the lack of finance together with the increasing difficulty of finding work experience opportunities and fourthly there is the resistance of staff themselves. The majority of staff are happy and content with the traditional method; most staff like what they have been doing!

Philip Samuel H.M.I. (speaking at the same conference) described the present state of post 16 education as being very much like the star ship 'Enterprise' in the television serial 'Star Trek' i.e. 'To boldly go where no man has gone before...' He described the future as a world without work as we have traditionally known it. His main theme was that we are all witnessing the birth of a new social revolution, greater perhaps in its impact than the Industrial Revolution, and that Further Education must respond by providing relevant courses. He quoted the M.S.C. chairman as saying 'Further Education must sing for its Y.T.S. supper'. Further Education must be concerned with a change of fundamental emphasis i.e. to being concerned about maximising the life chances of the individuals

who enrol on its courses instead of focusing on education and training for a narrow interpretation of work i.e. that work is paid employment. Such an approach ignores the need to be educated for leisure, to pursue hobbies/leisure, to cope with unemployment and the needs of the family life.

Samuel demonstrated his point by reference to the following diagram:

TYPES OF WORK EFFECT OF THE WORK	ENFORCED	PAID	VOLUNTARY	CREATIVE	PASTIMES
WEALTH PROVIDING TO THE ECONOMY		MAJOR TRADITIONAL 'FE' FOCUS IS HERE			
SERVICE PROVIDING					
SATISFACTION GIVEN					

FIGURE 5 - THE CONCEPT OF WORK AS SEEN FROM A BROAD PERSPECTIVE

It is clear therefore that a fundamental change in both attitude and response might be required. Samuel points to the fact that, as yet, successive governments have not been prepared to admit to the state of social and structural change that is in fact taking place. In fact he likened the present situation to a view held by Pope Pius XII who said that:

'In most work situations dead matter is made good while people are made corrupt and emerge degraded'.

11.1 The Contemporary Questions which have to be answered

The quotation given above may not truly be a reflexion of the nature of the prevailing situation. Nevertheless it does raise some interesting and important questions regarding staff training and development. How well are staff

being trained to cope with the contemporary situation and need? What skills do they need? How are these skills being identified? How should the curriculum be developing and how is the staff training need linked with this development? How well do professional teacher training courses, such as the Cert.Ed. and City and Guilds 730, match up to these needs? How are the various examination bodies such as T.E.C. and B.E.C. responding and what demands are they making on staff training and development.

This dissertation attempts to face up to many of these questions. Certainly, as the research developed, it became increasingly obvious that curriculum led staff training and development was becoming an increasingly important issue (see chapter 9). There is no doubt that the M.S.C. is having a major change effect on the curriculum and the staff development activity in Further Education.

In addition to the M.S.C., examining bodies such as the Business Education Council (B.E.C.) the Technician Education Council (T.E.C.) and the City and Guilds of London Institute (C&G) are increasingly taking initiatives in the area of staff training and development. B.E.C. for example have been organising regional training sessions for a number of years now, and these have not simply been restricted to explaining the new examination schemes but have concentrated on such issues as preparing teaching materials, developing new curriculum schemes and student assessment. T.E.C. is following in a very similar way and is now giving considerable priority to the needs of staff development. The City and Guilds are also giving attention to helping staff to develop new skills such as those needed to cope with new pre-vocational and foundation courses and to the methodology of profile assessment.

Other contemporary demands stem from the Warnock Report (28) on the education of the handicapped and the special skills needed by the teachers,

28. Warnock Report 'The Education of Handicapped Children and Young People' 1978.

the M.S.C. 'Open Tech' (29) proposals which will inevitably call for a totally new approach to teaching via distance learning etc., and the D.E.S. 'Pickup' (30) scheme, (Professional, Industrial and Commercial Updating) which is likely to expand the post experience work in the colleges.

This chapter has illustrated the Further Education training issues are much wider than just professional teacher training. The role of Further Education since the 1944 act has undergone major changes during its development to the present day. Institutions are bigger, there is greater diversification in the type of institutions, the type and level of work; and there has been a move from part time to full time staffing. Money has become scarce. Employment patterns are changing. External agencies have had a great impact e.g. 1964 Industrial Training Act and the Training Boards. The Haslegrave Report and T.E.C. and B.E.C. and M.S.C. All these changes have required staff training of one sort or another i.e. (i) Management Training - the management of change; the management of curriculum development; the management of the institution; management for contraction etc. (ii) Subject knowledge - changing employment and student needs, changing levels of teaching; new course demands (iii) Change in Teaching Methods the change from teacher based learning to student based learning has necessitated considerable retraining etc., etc.

The important questions are:

How are individual teacher training needs identified? To what extent do individual colleges co-ordinate and control their staff development? To what extent do Local Education Authorities control the pattern of staff development within their authorities etc., etc. Is the development of the

29. M.S.C. 'An Open Tech Programme' - A consultative document - May (1981).
M.S.C. Open Tech Task Group Report - (June 1982).
30. D.E.S. Continuing Education: Post Experience Vocational Provision for those in Employment - (October 1980).

role and function of Further Education controlled? Does staff development link with the development of the role? Do individual colleges have a defined role and objectives and is the staff development at this local level in accord with the planned development of the college.

The following two chapters explore these and a range of other questions more fully and give a considerable number of practical examples of practices and initiatives actually in operation in colleges. These examples have been drawn from the 126 colleges who participated in the research exercise.

Part two of the dissertation describes some detailed field research, undertaken by the author, in an attempt to obtain information which provides a valuable range of insights into actual practices which can be used in the process of trying to answer many of the questions.

Part three describes a consultative management role, relating to the staff development activity, which is regarded as having the attributes needed to cope with contemporary need i.e. flexibility, grassroots staff involvement and close links with organisational development.

STAFF DEVELOPMENT IN FURTHER EDUCATION

SOME EXAMPLES OF ITS AIMS, OBJECTIVES,
POLICY AND IMPLEMENTATION1. The concept of Staff Development

The business of Further Education is to provide a service which satisfies the intellectual, cultural, recreational, leisure and vocational needs of the community as effectively and efficiently as possible. The image, reputation and indeed the very survival of the College of Further Education will be largely determined by the community's perception of how well these needs are satisfied. In order to fulfill this role and achieve the performance standards expected the College of Further Education requires two major characteristics.

(a) a dynamic organisation structure and management team capable of identifying both current and future community Further Education needs.

(b) a qualified and competent teaching staff capable of designing and implementing educational and training systems to meet those demands.

Clearly the training, education and development of the staff has a key role to play in providing these conditions particularly in meeting the demands of a continuously changing environment.

Staff Development is an all embracing term which subsumes all those activities which have been designed and set in motion to meet the professional, individual and organisational needs of individuals employed by the institution. The A.C.F.H.E./A.P.T.I. (1) Report stated that 'Staff Development in Further Education may be considered as identifying the professional needs of individual teachers and devising programmes to meet those needs. J. Kelly (2) reported on a view expressed at a conference on staff development held in Oxford in 1977 which said that in-service professional teacher training was for the individual and staff development was for the institution. Kelly, on the other hand tends to prefer a different view in which staff development subsumes pre-service, in-service, in-house, out-house, subject teacher from

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1. ACFHE/APTI - Staff Development in Further Education - (1973).
 2. J. Kelly 'What is Staff Development' - Staff Development in Colleges of Further Education, West Midlands Regional Advisory Council (May 1979)

appointment to retirement'. Betty Hollinshead (3) in describing the views of participants in a 1979 conference indicates that emphasis was variously placed on a definition of staff development as an activity focusing on 'improving teaching ability, improving the individual's knowledge of his role in his department, his institution and in the Further Education system, increasing and broadening his subject knowledge and research and improving administrative and managerial ability'. She goes on to say that such activities should attempt to harmonise and encompass the needs of individual lecturers, students and institutional needs.

Kelly concludes that staff development is a management activity which is concerned with 'the professional growth of a body of persons involved in carrying out work under a manager so as to meet the objectives of an institution'. Cantor and Roberts (4) see the term relating to a process which 'is concerned with the professional and personal development of the staff of the Further Education sector, whether they are engaged in teaching, administration or ancilliary duties'.

In any organisation, industrial or academic, it is essential that the activities of those within its working groups should constantly be reviewed to ensure both the achievement of the aims of the organisation and the personal development and job satisfaction of the staff involved.

Staff development will take place within the college even in the absence of any formal staff development policy. In some circumstances, development takes place haphazardly and affects only those staff who, on their own initiative and/or with the encouragement of the Head of Department, wish

3. B. Hollinshead, 'Organisational Models of Staff Development' report of a three day short course on Staff Development, Manchester Polytechnic (June 1979).
4. L. Cantor and I. F. Roberts - 'Further Education Today' - Routledge and Kegan Paul (1979).

to change their own level and range of performance. Thus under-developed qualities of other members of staff, who are perhaps less ambitious or more diffident, are likely to remain under-developed.

As a result of this haphazard development a college is unlikely to be working at maximum efficiency, for it is not possible to realise the full potential of the staff if they are not encouraged to develop and utilise this potential. It is the view of this paper that there are few teachers in Further Education, from Lecturers Grade I to Principal whose performance could not be improved in some way. An improvement will be reflected in the general development of the college and, in consequence its service to industry and its students.

2. A philosophical basis for staff development : a question of approach

Before different approaches to staff development can be considered it is necessary to establish clearly some philosophical basis for its operation. An acceptable basis might be summarised as:

The institution has the right to expect the individual teacher to update and extend his range of skills and knowledge to meet the changing demands made upon it. The institution thus has the responsibility of making provision for the individual to gain the said skills and knowledge. Further, it is necessary to provide for the reasonable expectation of the individual to have access to gaining the experience, skills and qualifications necessary for advancement, as appropriate.

The first part of this statement implies that the appointment of a teacher to a post is based on the understanding that he is to function in, and respond to, a dynamic rather than static situation. This might not be generally accepted to be true.

If the above basis of operation is accepted then the question arises as to what strategy should be adopted to achieve the required development. Should the needs of the institution be the focal point of provision, with the individual's needs being met incidentally and in addition to his own activities or, should the strategy be centred around the encouragement of

and provision of opportunities for the development of the individual with the plugging of 'gaps' to ensure that the needs of the institution are met?

Handy (5) suggests that there are two fundamentally different approaches to the management of human resources and of learning; the 'Instrumental' Approach and the 'Experimental' Approach, each of which reflects the underlying view of the task of management.

The instrumental approach, he suggests, sees the organisation as purposeful with the purposes being capable of definition in advance, planned for and hence made to happen. Resources, both human and material, are seen as instrumental for this purpose, to be created, maintained and developed for use for the defined purpose. These though are not fixed and will develop and change with time. This approach accepts the validity of the bureaucratic system and that those higher in the organisation are more likely to be wiser than those below. It follows from this that 'they' should organise the proper use of all resources for the purposes as they see them.

The Experimental approach, he suggests, views human resources as a package of talents looking for opportunities for development. The job of the manager is to provide opportunities for development, to develop resources in the likelihood of opportunities and to ensure that all are aware of the available opportunities. In this approach the future is considered to be less predictable than in the former by this unpredictability is its cornerstone since uncertainty presents opportunity. It is an opportunist approach which reacts to circumstances rather than instrumentally trying to make circumstances fit predetermined plans.

The instrumentalist views learning as the filling of an empty book with things (knowledge, skills, habits, attitudes etc.) over a period of time learning is thus viewed as the acquisition of what is known from he

who knows. The instrumentalist will be concerned with training needs (gaps in knowledge), training courses (filling devices) and planned development (addition of specific chapters). It is a paternal approach that suggests that it is important that one who 'knows' should help you to plan the acquisition of what you need to know to help you develop.

The experimentalist believes that man learns best by experimentation, by getting involved in situations and working his way out. The best way to encourage the development of the individual, the experimentalist will say, is to give him new experiences and watch how he grows as a result. He can be helped by counselling and his development is encouraged rather than planned. The responsibility for development lies largely with the individual, encouraged and supported by the institution which acts to use the developed talents as they emerge. The system is not totally haphazard. It has at its centre an expert resource, facilitator, prompter, counsellor, mentor-- a cross between a promoter and a subversive; a change agent. The principles of the approach are that:

- (i) each experience is a learning experience
- (ii) the individual should be helped to learn from each experience
- (iii) each individual is responsible for his own development
- (iv) the organisation has a duty to help and encourage the individual in his plans as long as they coincide with its purposes.

It is likely that any particular institution will have neither of these extreme approaches. It will however lie somewhere in the spectrum having a dominant style which it sees as necessary for its particular needs. The implications of the style of operation are great. The approach, interpretation and atmosphere of the institution will have far reaching effects on the likely success of any programme of staff development.

The next question is what system to use in a given situation? Handy sums up the uses of the two methods as follows:

'An instrumental style will be found, and will be appropriate where the environment (e.g. the market) is stable and predictable, the technology is of a mass production or process type and the task is clear and relatively constant over time. An instrumental organisation will have large units linked by precise rules and operating procedures, with people who value security, certainty and defined responsibilities.

An experimental style will be most appropriate in one-off situations where the product is often the solution to a problem (e.g. consultancy) where the work is triggered off by a client's problem, so each activity is new and change is constant'

Where does Further Education lie in this spectrum? To decide this it is necessary to consider what the purpose of education is. Is it the passing on of a body of knowledge and skills by one who knows (the teacher) to one who needs to know (the learner)? If so, the task is well defined, constant with time (apart from change in content) and hence seems to indicate an instrumental approach. If, on the other hand, education is considered to be concerned with change, where the material studied is often a vehicle for personal development, with some of its aims as the preparation of the individual to meet and react to change and to take responsibility for his own learning, then an experimental approach may be more valid, since a person cannot be taught to face change by the study of a body of static knowledge or rules.

In general, education is usually stated to be a combination of these extremes. Its aims usually encompass both but the latter definition seems to be the most common. It would seem to follow that an organisation based on the education of the individual to expect and meet change and to accept responsibility for his own development must reflect this in its own procedures.

There is a danger that in the design of a programme of staff development an approach is 'assumed' rather than clearly identified and the strategy therefore cannot be judged against a common set of principles.

3. The aims and objectives of staff development (a review of the stated aims taken from actual staff development policies)

A planned staff development policy is therefore desirable and has advantages both for the college and the staff. The aims of such a policy can be stated as having to recognise the following (6):

- (a) It would recognise the need to develop the institution rather than simply the needs of the individual - important though these may be.
- (b) It would compel recognition of the need for long term development of the institution rather than a concentration on short term objectives.
- (c) The need for college resources to be more easily mobilised.
- (d) The need to avoid wasteful duplication and perhaps serve an integrative function across departments.
- (e) The need to stimulate the Academic Board into taking a positive attitude towards the development of new courses etc., and the implications for staff development resulting there from.

Such recognition is felt to be a prerequisite within the structure of an institution before a staff development composite policy can be developed. One college (7) policy states quite clearly that 'the term staff development should not be interpreted narrowly. It means a great deal more than simply the enhancement of career prospects, attendance on training courses or the deployment of staff'. The same policy document goes on to list the type of activities which the term embraces as follows:

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- 6. This list is taken directly from an unpublished staff development document from a Cheshire College of Further Education. (College A).
 - 7. From the staff development policy of a West Yorkshire College. (College B).

1. The improvement of individual performance as teachers.
2. The development of skills in curriculum development and evaluation.
3. The development of skills and knowledge to cope with change.
4. The improvement of skills associated with the identification of client needs (i.e. students, employers and the community in general).
5. The improvement of every individual member of staffs knowledge of their role in the system.
6. The opportunity to increase knowledge through further study and research.
7. The development of managerial skill in order to optimize the effectiveness of the college as an educational work organisation.

Another policy statement taken from a document from a Lancashire College (College C) splits the aims of staff development into those associated with college needs and those of individual staff as follows:

For the College

A more effective management structure which will provide:

1. A more professionally competent staff.
2. An improvement in efficiency.
3. Improved human relations.
4. A greater contribution by the staff to the development of the college, because of their involvement, consultation and participation in decision making.

For the Staff

1. An increase in job satisfaction due to greater competence.
2. An improvement in confidence and other personal qualities.
3. A better understanding of the college administration.
4. Better promotion prospects due to increased competence and enhanced personal qualities and qualifications.

The Staff Development policy document of a Staffordshire College (College D) states the aims and objectives of staff development to be:

' (a) To ensure that staff are adequately trained to meet job performance standards and organisational objectives.

(b) To ensure adequate development to cater for succession and the organisations development plans.

(c) To ensure that new staff are systematically inducted into the college organisation and administrative procedures.

(d) To ensure that staff are updated on a continuous basis in subject, educational and management areas of their jobs.

(e) To ensure as far as possible that individuals, aspirations, ambitions and needs for job satisfaction are considered in the preparation of staff development plans.'

4. Staff Development : Structures and Practices

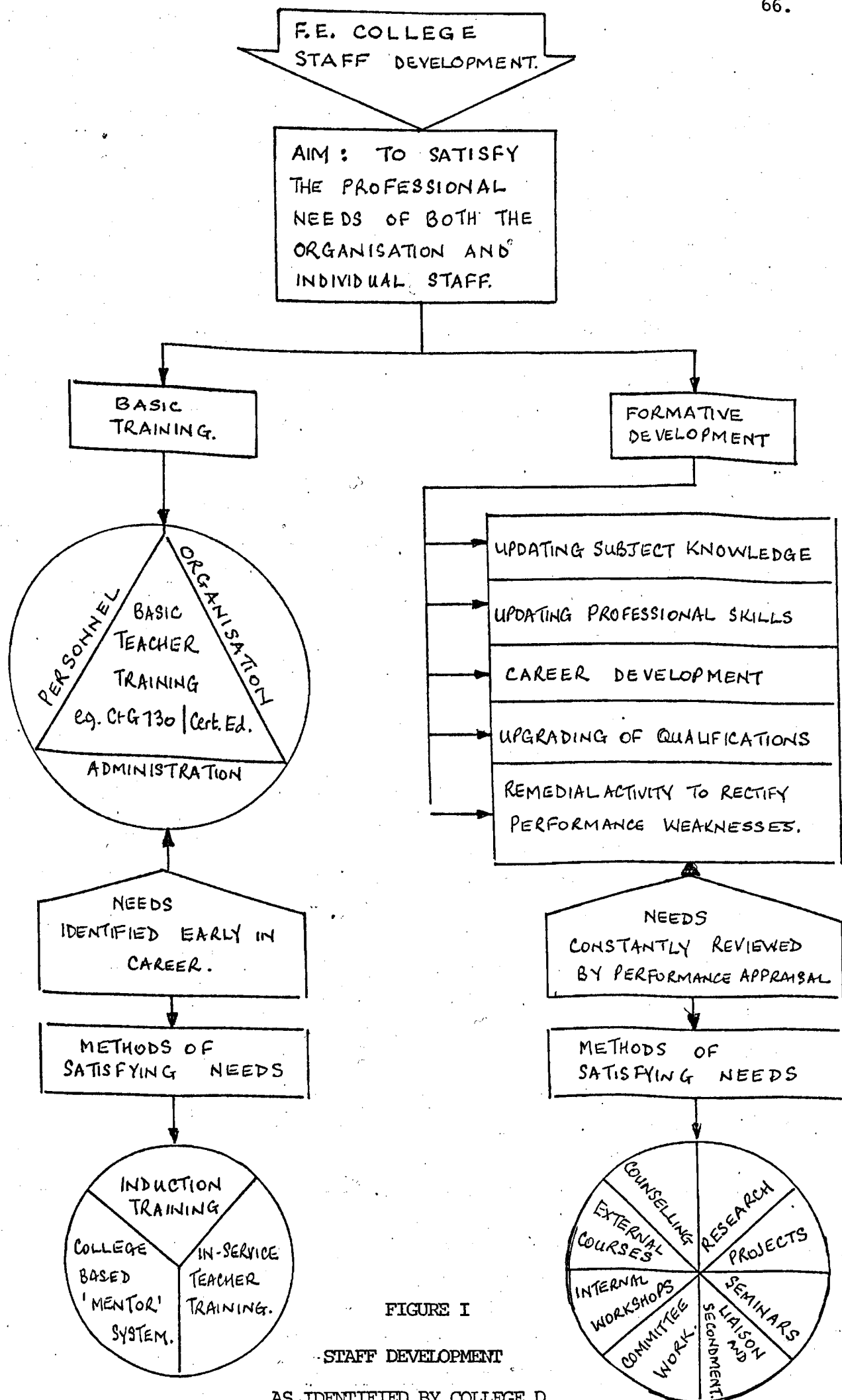
The policy document from College D went on to say that

'the associated development needs of staff fall into two main requirements: Basic or Initial Training and Formative or In-Service Development. The basic element of staff development consists of induction training and training in teaching techniques. These items are appropriate to the majority of staff. Teacher training involves attendance to an approved course on either a full or part time basis. These courses lead to qualifications and teacher status recognition. The formative element is concerned mainly with the systematic identification of training or educational needs related to the following:

- (i) maintaining acceptable performance standards in the job.
- (ii) updating subject, educational, management areas of the job.
- (iii) manpower planning and succession.'

These two dimensions can be illustrated diagrammatically (See figure 1).

Another College (8) stated quite unequivocally that staff development



is a quite deliberate and continuous process, linked closely to the organisational development of the college, involving the identification of both present and future needs in relation to individual teachers. It went on to say in its staff development policy statement that

(a) Considerable staff development activity is already well established. Through T.E.C. and B.E.C. for example many staff are engaging in a learning activity relating to curriculum content, method and assessment. In many other areas of the college curriculum considerable curriculum activity is constantly being undertaken e.g. in the areas of social work, computing, art and design and the impact of modern technology on secretarial work.

(b) On an organisational level, staff development is most closely linked with the organisational development of the college. Heads of Sector (9) meetings have a three fold nature. Firstly, they are a basis for management of the institution. Secondly, they are workshops where issues are analysed, systems developed and processes evaluated. Thirdly, they are a senior staff development forum; they provide the basis for evaluation and development of the college as an organisation. Such issues as procedures in relation to student enrolment and counselling, sector organisation structures, curriculum issues and staff development from the basis of discussion and analysis.

(c) At a sector level, sector organisation calls for an identification and evaluation of job roles. The aim is for the maximum involvement and contribution of all staff in the operation of the institution. The essential issue is curriculum management, in other words, management of the learning activity. In recognising and accepting new job roles a substantial staff development activity is in force.

9. This is a term deliberately used in the institution instead of department. The college is trying a semi-matrix structure where resource management is separated from curriculum management.

(d) In relation to the improvement of teaching skills the college supports three routes of training

- (i) the City and Guilds 730 course which is run by the college itself
- (ii) the Y.H.C.F.E. Further Education Teachers Course
- (iii) the Cert.Ed. programme of Huddersfield Polytechnic.

The first two routes have much to offer the new and inexperienced teacher. They provide substantial support in terms of the basic 'tools' of teaching i.e. lesson preparations, use of audio visual aids, records, examinations, registration etc. The third route has the advantage of giving an award with qualified teacher status and a more indepth study of the theoretical aspects associated with teaching.

The college also supports the ideal of increasing knowledge. Individual staff are given support for attendance at both short and long term courses. Identification of the need will either come from the management of the college, or from individual members of staff themselves. Support is not automatic since every case must be viewed in relation to the prevailing financial situation and the appropriateness of the proposal in relation to the needs of the sector or the institution as a whole.

The organisation of College E is non traditional and some of the changes introduced have been quite dramatic. Change of this kind needs strong management. Hence the approach to staff development at the moment is a highly management orientated one with a strong authoritative base. The approach can be demonstrated diagrammatically as follows (i.e. based on the Hollinshead authoritative model (10)) (See Figure 2)

10. See B. Hollinshead - 'Organisational models of staff development' in the report of a three day short course on Staff Development; Staff Development and Educational Methods Unit, Manchester Polytechnic (June 1979). (Discussed in detail in chapter 4).

STAFF DEVELOPMENT IN COLLEGE E

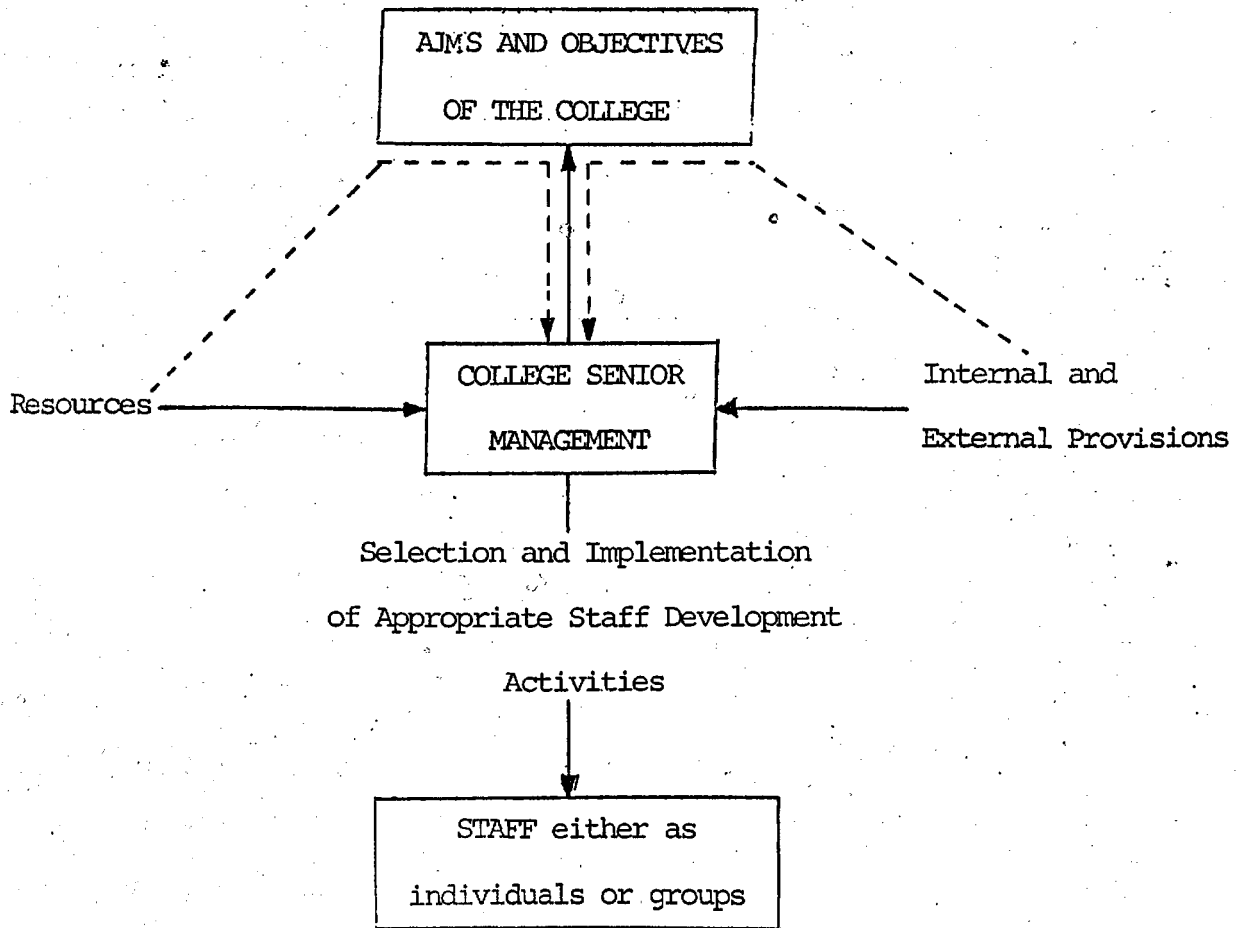


FIGURE 2

Although there will be many opportunities for staff development on a group basis (for example internal and external staff courses), there is also a need for a senior member of staff to discuss with staff their own development requirements. In general, each member of staff will require his/her individual development programme.

It must be accepted that not all staff will wish to participate in a staff development programme (11). It may be that some members of staff find that their present jobs are fully satisfying and that they do not wish to seek further advancement, and other may feel fully extended at their present level of work. It is desirable that staff development programmes should have the flexibility to adapt to individual situations, and although the programme will usually reflect the development of the college as a whole, it will ultimately be a matter for the personal agreement of staff concerned

11. In rare circumstances such a reluctance may have to be faced up to by Management even, perhaps, by disciplinary actions.

in consultation with their respective Heads of Department. This point was emphasized by Bristow (12).

The effectiveness of a staff development programme will therefore be determined by:

- (a) the commitment of staff at all levels of the organisation and
- (b) adequate resources for implementation.

A policy for staff development should be formulated which is based upon full staff consultation and has Local Education Authority budget approval. A staff development committee may also be set up by the Academic Board to ensure that the policy is implemented and that work is effectively co-ordinated.

5. The formulation of Staff Development Policies : some key issues

The scope of staff development policy and the sophistication of the scheme will be styled to suit a colleges particular circumstances. Much will depend on factors such as:

- (a) The staff receptiveness to change i.e. should the approach be evolutionary or revolutionary.
- (b) The availability of resources and facilities.
- (c) The particular management style that exists.
- (d) The availability of longer term objectives and development plans.

The staff development policy statement of a college located in the South West (College F), indicated that it regarded the following as important issues:

- (a) The recognition of staff development as a priority area.
- (b) The development of individuals and groups of staff be directly related to the objectives and development plans of the organisation.

- (c) The job role of senior managers includes a responsibility for the development of staff reporting directly to them.
- (d) The provision for training related to job performance, succession and long term development.
- (e) The role and authority of a staff development adviser.
- (f) The determination of training priorities and resources.
- (g) The training and development needs are systematically identified by objective assessment.
- (h) The individuals need for job satisfaction.
- (i) Aspects of cost effectiveness.

The staff development adviser was seen to be a senior level appointment.

A still different approach is indicated by the staff development organisation of a large Lancashire college (College G). In this institution the organisational functioning of the staff development programme within the college is shared directly by two people - the Head of Teaching Resources (Staff Development Officer) and the Assistant Vice Principal, supported by a staff development committee.

The Staff Development Officer was appointed some years ago with the brief of co-ordinating the existing teachers courses, acting as a link with Bolton College of Education (Technical) for people on teaching practice, and generally working for advancement of, and the emergence of a policy for, staff development.

An evaluation of the staff development officers' role and function has tended to indicate that the appointment of a specialist to be responsible for what is seen as a corporate activity caused people, consciously or unconsciously, to believe it was no longer their responsibility and to cease to be concerned for staff development.

This was considered to be a very undesirable outcome since the whole policy was based on everyone, particularly those in executive positions

being concerned for staff development. It was decided to review the post in an attempt to rectify the situation. The job was broadened and re-titled Head of Education Resources. Resources in this case was taken to incorporate teachers and material - the latter to include audio-visual aids and the educational use of the library. The brief was to work with people and to generally spread the ideas of development amongst staff in both a direct and indirect way. The post is not part of the college executive but is college based. The person concerned attends Heads of Department and Academic Board meetings in an ex-officio capacity.

The counselling role of the Staff Development Officer (the Head of Education Resources) demands that he is not seen as part of the executive. Staff were found to be increasingly seeking an interview with the Head of Resources for personal discussions in the knowledge that there is no feedback to the executive and that the executive acknowledges that this should be the case. The only incidence of feedback is when the Head of Education Resources detects some latent ability or interest in a particular individual which he feels should be enhanced.

His role is concerned with the promotion, through various means, of development rather than with the structure. The latter is the concern of the assistant Vice Principal as Head of Education Services. A clear distinction is drawn between the promoting and organising roles, although they are clearly related. This allows the Head of Education Resources to concern himself with counselling, selling the need for change, to promote ideas of curriculum development and the constant review and reconceptualisation of the teaching process.

Collection, organisation and dissemination of information regarding outside courses, conferences, developments and educational articles is an important part of the job of both people. It is important that this gets through to the right people and a multi-channel approach is necessary.

The staff development committee is a committee of the Academic Board and is constituted on a college rather than department basis. It contains representative Heads of Department, the Head of Education Resources the Vice Principal and various co-opted members having special experience in industrial personnel work or management.

It meets periodically to consider issues rather than policy. It pre-supposes that the execution of the policy is the responsibility of the executive, particularly Heads of Department. On examining issues it makes recommendations to the Academic Board in light of current policy or proposed changes in policy. Members are concerned with looking for clues to the need for change and the body is a forum for ideas and general feedback.

Although some members are in a position to take positive action or provide direct information, i.e. Heads of Department, others are there to provide specialist knowledge or to help in the process of conceptualisation of issues - some have both roles. It is suggested that since the majority of the members are officers of the college and have been involved in the derivation of the policy there is a good chance of its implementation.

This college has invested in a post almost exclusively concerned with staff development and thus most of the activities are institutionally based. When necessary, experts are brought in rather than people sent out. This is balanced by attendance at appropriate external courses, secondments for industrial and educational advancement and the supporting of Coombe Lodge courses. An example of this emphasis on college based activities is the use of the City and Guilds 730 course for initial teacher training instead of secondment to Bolton College of Education (Technical).

The use of institutionally based activities is implicit in the change strategy adopted. It is considered that people cannot be 'taught' to change and that courses should be directly related to the working situation. The

ability to apply new techniques is as much a function of changing the institution to allow application, as it is of the individual's ability or desire to apply them. This cannot be done from outside the institution.

The A.C.F.H.E./A.P.T.I. report was considered to cast a pessimistic light on staff development. It placed its emphasis on the appraisal for weaknesses and shortcomings and designing programmes to remedy these. This college considered it just as important to identify strengths and build on these. By emphasising weaknesses rather than harnessing strengths there is a danger of the policy having an inspectorial nature.

The change strategy adopted by the various agents directly concerned for staff development in the college may be different in each case. A Head of Department may be concerned to send someone on a course for purposes of curriculum needs as much as personal development - a more direct approach. The staff development officer sees himself as being concerned for change on a much wider basis. His approach is much less direct and works on the confidence of the individual, supporting strengths and having an interest in instilling a concern for change rather than simply meeting a specific need. He meets all new staff, particularly those who are untrained, whom he meets on the City and Guilds 730 course, and many established staff on short courses, in a counselling situation, in Heads of Department and Academic Board meetings and socially. He therefore has the opportunity to advance his ideas in an informal way.

The approach of the Head of Education Resources in planning courses is that all educational activities are seen, and promoted, to enhance three elements - the highly specific need, the broader issues involved and the perpetuation of development. Staff development is viewed as selling a process rather than a product. Thus even a simple course on the use of the Overhead Projector will be planned and presented as a complete educational process rather than simply as 'how to use an overhead projector'.

Emphasis will be placed on introduction, development, reinforcement, feedback and the identification of aims and objectives. It is suggested that there is much to be said for a person rejecting the particular idea or facility, the use of the overhead projector in this case, providing there is a rationale for doing so, as there is in him accepting them. It is thus intended that the person is left with a process of examining issues rather than insights into particular cases.

The approach therefore is to try to use specific issues, having an intrinsic value, as vehicles for much broader approaches to teaching and learning. Since assessment plays an important part in most educational courses most college activities involve some sort of appraisal. A variety of methods are used, and justified, in an attempt to give people real experience of different methods with self-assessment being emphasized, even though assessment may not have been of direct concern in the particular situation. In a similar vein, aims and objectives will be clearly stated in all cases in an attempt to promote the idea of behavioural objectives. The staff development function promotes teaching as an ever changing, rather than static, activity and hence the need for all to constantly reconceptualise the process. Thus, in-service courses are used, where possible, to reconsider methods of philosophy, even on a minor basis, and to remind people of the need for review and development.

The use of college based activities is further seen as a case of the college being introspective and attempting to solve its own problems.

The Head of Education Resources works on a college basis and enters departments only by invitation. He will meet individuals at their request apart for example, from contact on courses. Some departments are keen and use him as a resource where possible. It has been found that curriculum development needs are the major source of requests and continued contact depends upon the success the Head of Education Resources has in solving the problems faced. He has found it necessary to 'win his spurs' in most

departments but contact is very often continued once relationships are formed. This is particularly important in the case of contact with the person responsible for staff development in each department.

Another strategy for general development is to design and present courses mounted to meet specific curriculum development needs in a manner that will appeal to all sections of the institution. This is usually possible since most curriculum requests tend to be educational rather than vocational by nature. Thus a course on objective writing of syllabuses may be mounted to meet a need related to T.E.C. but will be designed to suit all departments and promoted on a college basis.

Induction of new staff is considered to last all of the first year. There is an initial induction period involving introduction to the college, to the departments and to teaching. Experienced newcomers are not required to attend the latter session. This is followed by attaching the newcomer to a mentor in his own department. For the untrained newcomer the introduction to teaching session is essentially a survival kit to be followed up by attendance on the City and Guilds 730 courses. One of the drawbacks of the latter course is that the two parts - principles and methods, take place over two years with methods in year two, which is inconvenient for new staff. The first year has now been redesigned to incorporate some practice without jeopardising entry into the second year.

As the City and Guilds course does not give trained teacher status this has caused some concern. The college has therefore designed a Teachers Certificate Course to be offered in the college and linked with a C.N.A.A. approved Cert.Ed. programme at a local Polytechnic. A feature of the course is that the constituent parts are related to the curriculum. Members of the 'teacher education' staff have felt for a long time that, for example, in normal teacher training courses there is a tendency for philosophy to be presented as potted versions of various philosophers ideas, with little attempt to relate it to the course. What has been attempted in the new situation is to identify the contribution the philosopher can make

to the course in stressing the processes of deriving aims and the identification of relevant criteria. The idea is the consideration of the philosophical basis of curriculum and to make the common ground between the theoretical and the practical aspects to be as meaningful as possible. It is felt that any teacher training course must be able to justify itself in terms of relevance to the needs of, or changing of, society.

An important aspect of the venture is the dominant part the college's own staff will play in the course. This not only presents opportunities for follow up but it is believed also that if staff are involved in training they are more likely to provide a support system.

An important part of the policy statement was appraisal. This, as expected, proved to be a troublesome topic and has never been developed. There were a number of reasons for this, the main one being strong reservations on the part of the staff. Many accepted it in principle but few could agree that an acceptable system could be designed. Experience has indicated that the introduction of an appraisal system is likely to be counter-productive. As time passes more and more staff are influenced by the programme and there is no shortage of applications for internal and external courses. It is felt that the ideas of self appraisal and counselling are becoming meaningful and with the increase in amount of curriculum change and development brought about by such bodies as T.E.C. and B.E.C. more and more staff are being faced with the need to question methods, aims and the role of assessment and hence 'appraisal' is becoming accepted in a general sense.

Other forms of staff development, such as job rotation etc., are emphasized at the more informal meetings and at Academic Board level when staff development is under discussion. The Vice Principal constantly suggests to Heads of Department the value of choosing particular staff for tasks. This is often practised in Heads of Department meetings when a

particular Head is chosen to report on some issue at a later date. It is suggested directly to them that this is a tactic they should use with their own staff to enhance development.

The formal staff development activities of the college are circulated to staff as a set of leaflets at the end of each academic year through Heads of Department. Staff apply for permission to attend during the following year. Short courses are circulated periodically throughout the year. Information regarding D.E.S., Coombe Lodge courses etc., is distributed by the Staff Development Officer through the Heads of Departments, often to specific individuals, and via staff notice boards and staff association representatives.

The strategy of this college is to use the Head of Education Resources as a change agent using college based activities where possible. This is designed to allow a multi-angled approach in that in satisfying a specific need in any activity the opportunity is taken to promote good teaching and to leave the activity open-ended to encourage further growth on the part of the individual. Hence each course, seminar or conference is planned and presented as a total educational offering. Additionally it is considered that the standard of presentation should be as high as possible since the programme can stand or fall by the quality of performance of its practitioners. Staff development is viewed as selling a process rather than a product.

The Principal and Vice Principal not only support the work but see it as vital to the health of the organisation. The Academic Board has in fact approved a programme concerned with the induction of students, viewing it as a college learning exercise. The concern for relevance and application is reflected in the college's plan to offer its own Teachers Certificate Course, giving qualified status, using mainly its own expertise.

The college attempts to control teaching by appointing trained teachers where possible and expecting new untrained staff to attend the City and Guilds course in the first year.

The 'organisation' of the programme is seen as the duty of the Deputy Vice Principal leaving the Head of Education Resources to be concerned as a

change agent and counsellor to staff, although the former has a general counselling role in addition. There is some question about the loss of opportunities to use the expertise of the Staff Development specialist because he has access to departments by invitation only and whilst some departments make very good use of him some don't. On the other hand the Head of Education Resources takes the view that he can only be effective if he is wanted and, since there are ample opportunities to influence Heads, the autonomy of the department should be acknowledged.

The importance placed on building up the confidence of the staff in the Staff Development function is reflected in the attitude towards appraisal. It is felt that the judicial nature of appraisal may undo so much of the good work that has been done in building up an attitude to change and improvement, that it offers little positive advantage over the idea of self-appraisal and counselling. Even if formal appraisal came to pass the staff development officer would not be a part of it because of the conflict in roles this would produce.

5.1 Indirect Factors in Staff Development

Opportunities for staff development will occur independently of any structured development programme, for example, the election of staff to various internal college committees and working parties, the participation of staff in educational activities external to the college. External positions such as examinerships and membership of various advisory committees are at present held by staff. Such participation should be encouraged in spite of the difficulty from time to time of arranging cover for absent staff. It is a vital method of developing staff.

6. A Staff Development Policy for the Academic Staff : some functional considerations

Staff development courses are already provided by the Further Education Staff College (Coombe Lodge) for senior staff, and are concerned mainly with policy and management at departmental and college level, and with major policy

changes affecting Further Education. At a lower level, summer schools and other courses are organised by the D.E.S. and by Regional Advisory Councils. A college development programme will usually include the planned support of such courses and will seek to reinforce them by staff seminars in which all staff have the opportunity to discuss the effects of major changes in educational policy on the future of the college. Papers presented by the course-goers could well form the basis for such seminars.

It is at the Lecturer level, perhaps, that an internal staff development policy can be most effective in improving the efficiency of the individual, and hence, the college. There are, for instance, few courses within the Further Education system which provide training in the basic routine of administration, and practically none which encourage experimentation in new teaching methods.

An examination of the skills and qualities required of the teaching staff to ensure the efficient function of the college identifies the following fields:

- (1) Educational
- (2) Administrative
- (3) Personal

6.1 EDUCATIONAL

6.1.1 Professional Teacher Status

The Colleges of Education (Technical) including some Polytechnic and Colleges of Higher Education now provide a variety of courses leading to professional status (13). The staff development programme will usually include the planned support of such courses. Existing full time staff will be encouraged (in the majority of cases) to attend these courses and new members of staff who are not teacher trained are, in many cases, released within three years of appointment to obtain qualified teacher

13. See Appendix 11 for details of the Huddersfield Scheme as an example.

status. Staff who are unable to attend within three years are very often encouraged to attend educational courses and lectures held at other centres and within the colleges themselves (for example 730 City and Guilds Teachers Certificate Course). Attendance on such a course is often compensated by a reduction in a lecturer's class contact time. Part time staff are likewise encouraged to attend courses specifically designed for their needs.

6.1.2 Subject Knowledge

(i) Updating of specialist knowledge. A Staff Development policy will usually include staff sponsorship for specialist subject courses on a planned basis.

(ii) Extension of specialisation into other subject areas. Internally, arrangements could be introduced by which staff can assist more experienced colleagues with advanced courses in their own specialities, and with courses in other subject areas. Staff are encouraged with the limits of available resources to widen their horizons by attending external courses on topics outside of, but abutting their own specialist interests.

(iii) Subject relevance and application. The lecturer's knowledge of the relevance and application of his subject to modern technology may be updated by his periodic release to industry or by attending conferences and trade exhibitions. These activities should form a planned part of a staff development programme.

6.1.3 Experimentation in New Teaching Methods

Many institutions give positive consideration to opportunities for staff to experiment and gain experience in the selection and use of a wide range of teaching techniques (team teaching, small group tutorials etc). Such opportunities will largely be found within college departments but in the first instance the Academic Board could give a lead by the organisation of lectures and staff seminars on a college basis (B.E.C. are

taking a major initiative in this field (14). Experimentation should also be encouraged in new methods of assessment (e.g. oral examining, objective testing, profiling etc. (15), and while traditional examinations remain, it should be part of the development policy to give teachers guidance in setting questions of the right context and standard in order to satisfy the demands of external moderators.

6.2 ADMINISTRATIVE

Staff are likely to find that their duties include delegated administrative responsibilities in addition to their teaching. It is advisable therefore that a staff development programme should provide for basic training in administration so that the college may function smoothly, and staff may have confidence in their ability to undertake such responsibilities if the need arises. The administrative areas in which staff are most likely to become involved are:

- (a) Organisational
- (b) Financial
- (c) Communications, records and office procedure

It is envisaged that experience could be gained as follows:

6.2.1 Organisational

- (1) Responsibility for time tables.

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- 14. The author of this research project is also a member of the B.E.C. Education Committee and Chairman of the National Awards Committee. He has personally been involved in initiating, and participating, short programmes relating to various aspects of teaching method to meet the needs of B.E.C. courses.
 - 15. City and Guilds of London Institute is taking a major lead in the development of approaches in the field of profile assessment.

- (2) Responsibility for examination arrangements.
- (3) Responsibility for student selection procedures.
- (4) Responsibility for enrolment and upkeep of registers.
- (5) Responsibility for organisation of short courses.
- (6) Responsibility for laboratory/workshop etc.

At departmental level, the staff development policy can provide staff experience in the above areas by arranging for a system of understudies. In addition it is possible for certain duties to be rotated between staff.

6.2.2. Financial

At lecturer level, involvement is normally limited to the following areas:

- (1) Production of sub-estimates.
- (2) Purchasing procedures and use of order books.
- (3) Maintenance of stock records.
- (4) The financing of outside visits.

6.2.3 Communication, records and office procedures

This includes:

- (1) Drafting of internal memoranda and instructions.
- (2) Dealing with external correspondence.
- (3) Preparation of reports and minutes.
- (4) Routine documentation e.g. completion of D.E.S. course approval forms, B.E.C. and T.E.C. documentation etc.
- (5) Establishing an efficient information storage/retrieval system.

It would be possible to provide instruction in some of these areas, via courses arranged by the Management Section where a college has a Business and Management department. Other areas will require delegation by the Head of Department to provide the necessary experience and training.

6.3 PERSONAL DEVELOPMENT

The development of personal qualities such as confidence, leadership, initiative etc., will be largely a question of providing a suitable environment

for the exercise and growth of these qualities. Many of the responsibilities already referred to will provide such an environment and others might include:

- (a) Service on college and other committees.
- (b) Experience as an officer of such committees.
- (c) Leader of a discussion group, working party etc.
- (d) Research into educational problems e.g. student wastage.

7. Suggestions for the Implementation of a Staff Development Policy

In the interest of good staff relations it is important that the purpose, nature and method of implementation of a staff development policy should be clearly understood by the staff, and (usually) approved by the Academic Board. Any scheme should therefore be circulated to all staff and time allowed for comment and discussion before adoption. A staff development programme will need to take into account the opportunities for development which are available within the college at any given time, the previous experience of the member of staff, and his/her own wishes and ambitions.

It is felt that while the scheme should be as informal as possible there is a need, because a programme must be tailored to the individual, to create a self-completed staff development record for each member of staff, listing qualifications and experience on appointment and indicating the various areas under which development might take place. The staff development record for each member of staff should be reviewed once each year by the Principal, Staff Development Officer together with the member of the staff concerned and the development programme for the following year should be agreed. It would be the responsibility of a Staff Development Officer/Professional Tutor to see that the agreed programme is carried out. The name given to this position is immaterial and the actual role will depend upon the degree of delegation by the senior staff of the College.

A Staff Development Officer if he is to command the confidence of the staff must be independent of a specific department. Ideally the position would be a full time post.

7.1 Role of the Staff Development Officer

In College E the duties of the Staff Development Officer were defined as a list of duties and responsibilities. This list is typical of many which the research found to be in operation in colleges.

7.1.1 Duties and Responsibilities

- (1) To obtain sufficient information regarding the future development of the College in order that likely needs might be identified.
- (2) To assist Heads of Department to implement those aspects of Staff Development policy procedures for which they are responsible.
- (3) To carry out the general administrative work laid down in the Staff Development procedures, act as secretary and adviser to the Staff Development Committee, compile reports and forecasts of training needs in consultation with Heads of Department, the senior person with overall responsibility for Staff Development and the Professional Tutor.
- (4) To assist Heads of Department in planning and carrying out training and development programmes to meet the training needs as identified by the procedures.
- (5) To provide feedback to the Staff Development Committees on the effectiveness of the Staff Development Policy, highlighting problems that arise in its operation.
- (6) To be responsible for and to co-ordinate the College induction programme.
- (7) To prepare estimates of the resources required to achieve the objectives agreed for the college programme of Staff Development.

- (8) To ensure that as a result of staff going on courses the information obtained is disseminated and where possible made use of by the College.
- (9) To co-ordinate all individual staff requests to undertake Staff Development.
- (10) Together with the Professional Tutor to consult with appropriate outside bodies.
- (11) To be available for personal interviews and counselling.

In College C the duties of the Staff Development Officer were specified somewhat more fully as follows:

- 1. The Induction of 'New' Staff
- 2. In co-operation with their respective Heads of Department, to act as adviser to staff new to the profession, and during their first year:
 - (a) to arrange informal interviews with such staff to discuss their specific problems e.g. discipline, teaching method, setting of examinations etc.
 - (b) to promote group seminars where such members of staff can discuss such problems and perhaps realise they are not alone in having difficulties.
- 3. To have general oversight of students on teaching practice within the College.
- 4. For existing staff - FULL AND PART TIME
 - (a) to make them aware of external courses suitable for their requirements;
 - (b) to arrange internal courses, seminars, working lunches etc.
 - (c) to encourage staff to take places on College Committees and external bodies;
 - (d) to liaise with the Local Teachers' Centre to create joint courses;

- (e) to give support to staff on 'sandwich' courses while on the teaching practice elements of such courses. The nature of such support to be discussed with the staff of Bolton College of Education (Technical).

- 5. To create a staff development programme for the non-academic staff.
- 6. Attendance at trade conferences, exhibitions etc.
- 7. Other external activities, service on committees etc.

Decisions required:

- (a) Scale of release.
- (b) Financial consequences.
- 8. To be responsible for the budget allowed for staff development.

Before a scheme for staff development can be implemented a number of decisions would be required at various levels via:

Release of staff for:

- (a) Professional teacher training courses.
- (b) Other external courses.
- (c) Internal college courses.
- (d) Research.
- (e) Secondment to industry.

Decisions required:

- (a) scale of release i.e. number released per department for the College, per term/session etc. It is hoped that any scheme would take into account the claims of established and new members of staff.
- (b) Arrangements for the appointment of temporary staff.
- (c) Nature and extent of financial support i.e. salary, grants, fees, travelling, subsistence etc.
- (d) Annual budget required.

7.2 The Staff Development Committee

In College E the constitution and functioning of the staff development committee was described as follows:

Whilst it is recognised that the Principal, the Vice Principals, Heads of Department and all staff share the responsibility for effective Staff Development it is the special responsibility of the Staff Development Committee (SDC) to establish and co-ordinate an effective procedure by which the organisational, occupational and individual needs are catered for within a College Staff Development policy.

7.2.1 Structure

The Staff Development Committee should consist of:

1. The Staff Development Officer.
2. The Professional Tutor.
3. Seven elected representatives of the Academic Board.
4. The College Senior Administrative Officer.
5. The Vice Principal as an ex-officio member.
6. Chairman to be elected by the committee members.

7.2.3. Function

1. The function of the SDC will be to recommend the criteria by which Staff Training and Development take place within the College, recognising the various organisational, professional and individual needs that will have to be incorporated with a College Policy.

2. It will be the role of the SDC to communicate these criteria, after the approval of the Academic Board and the Principal and the procedure by which staff may benefit from a College Policy, to every member of the College staff.

3. It will be the responsibility of the SDC to review the effectiveness of the College Policy and procedures, and to supply help and information to any member of staff concerning the College Staff Development Policy.

4. The SDC will have responsibility, through the Academic Board, for ensuring that all training and development is in accordance with the agreed Policy and procedure.

5. It will have the power to recommend changes in the Staff Development Policy to the Academic Board for approval by the Principal.

7.2.4 Procedure

Subject to approval by the Academic Board and ultimately the Principal the Staff Development Sub Committee will establish a systematic approach to staff training and development. These broad criteria should be made available to all staff.

Within the College approach, it is the responsibility of Heads of Department in consultation with section leaders and subject tutors, to establish the training and development needs of their department.

Each Head of Department will submit to the SDC the training and development needs of his Department and it will be the responsibility of the SDC as a committee of the Academic Board to:

1. Ensure that the Departmental plans and requirements are in accordance with agreed College policy.
2. Ensure that each application for training and development is submitted according to agreed procedure (training objectives clearly defined, costing relevant course available etc.)
3. Report back to Heads of Department in the event of an application not meeting the requirements of 1 and 2.
4. Co-ordinate the applications and needs of each Department within an overall College requirement.
5. Make recommendations for approval to the Academic Board and the Principal.
6. Report back to Heads of Department and other interested staff on College priorities.

7. At the end of the specified training period evaluate, with Heads of Department the effectiveness of training courses.

In addition to the above, it will be an important function of the SDC to keep all staff informed of Local Education Authority policy and attitudes and to offer help to any member of staff requiring advice on Staff Development.

8. It can be seen therefore that the Staff Development is designed to meet and marry the needs of four different areas as illustrated by the following diagram (Figure 3):

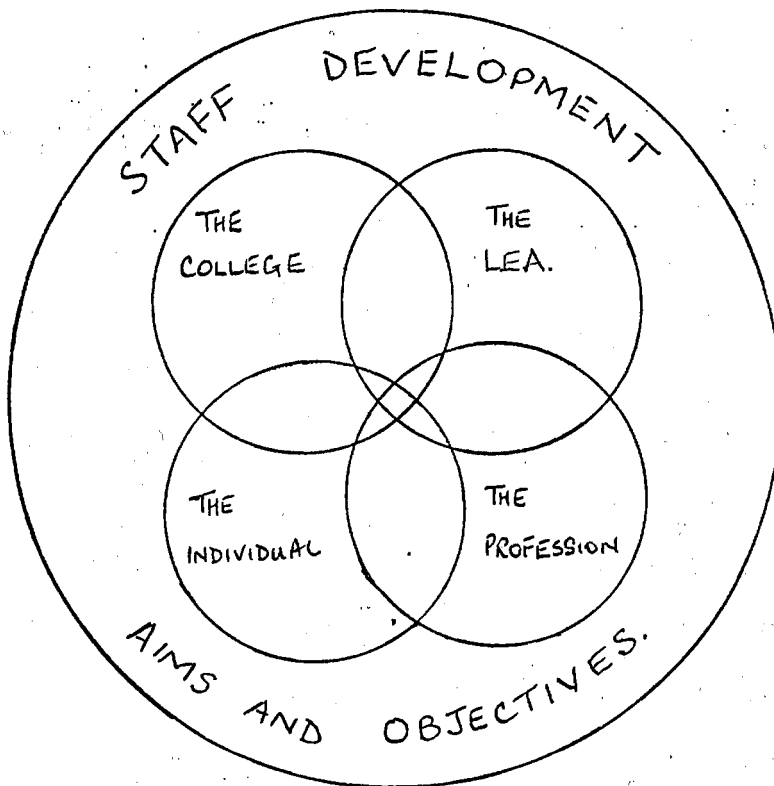


FIGURE 3

8.- The choice of strategy for Staff Development

Once an institution has decided upon its general approach to staff development it must establish a strategy and an organisational structure to achieve its aims.

The choice of strategy adopted will be based on some identified philosophy of the nature of change and will depend upon the aims (or needs to be met) of the programme. The needs can be met by a combination of

internal and external activities depending upon the expertise available and on how the institution views the nature of change.

The majority of development that has traditionally taken place in colleges has been based upon 'sending people on courses' - the individual out of the 'organisation' or the individual in 'another organisation'. Problems related to this have long been recognised as those of 're-entry' (the individual trying to gain acceptance for his new ideas) and 'transfer' (the individual attempting to apply what he has learned).

In reading the literature regarding organisations it seems that more and more emphasis is being placed on the complexity of the forces and relationships that exist within organisations and how interdependent these relationships are with one another. The question of change therefore in an organisation must be considered in terms of these relationships and not independent of them. Glatter(16) quotes an example of research carried out in 27 Lancashire schools in which it was found that in those schools in which pupils tended to like their teachers and see them as being effective, the teachers in their turn tended to feel they had a part to play in the internal running of the school and saw the Local Education Authority as efficient and understood the schools problems. This association proved to be statistically highly significant. Glatter quotes this as an example of the effect of interdependent relationships within an organisation.

8.1 Off-the-Job Activities

Recent research poses important questions regarding the role of off-the-job activities in programmes of staff development. A study by E. Britten (17) has shown that the number of changes of procedure which a trainee

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16. This section of the chapter is very much based on the views expressed by A. Connors: 'Staff Development in Three Selected College of Further Education in the North West of England' - Unpublished M.Ed Thesis (1977).
17. E. Britten: Teachers and In-Service Training, Structure and Content, Watkins (ed) Ward Lock, London (1973).

introduced after a course was significantly related to a number of factors outside the control of the individual or of the course organisers. The most important relationship observed was how the number of changes introduced by an individual was related to the degree of interest his superior showed in the training, as measured by the extent of briefing and de-briefing before and after the course. The study showed that other factors were important also, such as the degree to which the trainee showed initiative to introduce change. The conclusion was that where such initiatives were lacking, or where there was not support from colleagues or superiors, the course itself could accomplish little - however good it might be. The report points out that of the five factors which may influence a persons behaviour after training (the immediate effects of the course, the relevance of the course to the job, the leadership climate, the persons motivation and initiative and the persons subordinates) only one was a function of the quality of the course. Both of the studies mentioned were concerned with courses within an organisation and did not even have to face the problems of having individuals from a wide range of organisations on the course.

J, Morris (18) in an article on management education refers to:

'..... the long tradition of association management development with formal education and training programmes. This has reflected the belief that the day-to-day work of the manager is not a suitable medium for learning, and that changes in behaviour must be initiated in a special institution - the education and training centre'.

'..... current thinking about management development must therefore show the ways in which the development of the manager links up with the development of the organisation'.

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18. J. Morris: Management Development and Development Management: Personnel Review Vol. 1 (1971).

8.2 The Institution as a Medium for Staff Development

It would be possible to adopt either of two extreme strategies for staff development within an institution. One would be to simply set up a procedure to deal with applications for courses etc., and to generally spread information regarding courses and activities amongst members of staff.

The individual would be left to apply for courses on his own initiative. In this case the external course would be the backbone of the programme with the odd 'happening' within the institution as incidental development. Any management, administrative or curriculum development experience would be as the result of the functioning of the individuals department. The other extreme would be to view staff development as part of the development of the institution as a whole and that the working situation itself was the basis for the solution of problems and of the development of the institution. Personal development would be the responsibility of the individual but curriculum development, educational technology and task setting activities would cause the individual to be faced with new and developing situations. Counselling and encouragement would be a strong feature of the provision with all of the officers and staff of the institution being involved in the operation of the programme.

The adoption of the former approach would amount simply to the provision of an administrative procedure and would involve no basic change in philosophy or organisational structure. Although personal development is stated to be the responsibility of the individual this is taken to mean that the individual is left alone to gain any new skills he needs.

The main implication of adopting the second approach is that the institution sees the management of change as part of its activities and as such 'staff development' affects all of the activities of the institution, from planning to meet changes of the appointment of new staff. It would be an important thread running through the organisation - a situation in line with the thoughts of Morris. The danger is that such an approach

may be interpreted as the institution forcing itself into all of the activities of the individual in a 'big brother' manner.

The adoption of an institution based programme would require some criteria for determining what types of activity should be mounted by the institution and what would be done externally. Further, if the working situation was taken as the basis for development then it would be necessary to ensure that Heads of Departments used such things as job rotation and task setting to provide new experiences for the individual. Counselling and support of the individual would have to be directly provided, and recognised.

The support and counselling provision could (or should) begin with the induction of new staff. This would be particularly important in the case of untrained newcomers. In many colleges initial teacher training would have high priority in a programme of staff development. The question of whether or not the untrained newcomer should be 'required' to attend a teacher training course would have to be debated. If such a procedure was adopted this would allow a long term strategy of increasing the ratio of trained to untrained staff. Induction would also identify to the newcomer the support system available in the college immediately. The initial training could be achieved by sending the individual on secondment to one of the four education colleges (technical) (or any of the newly approved C.N.A.A. centres) (19) or by attending such as the City and Guilds 730 course on the college premises.

Induction allows the opportunity of involving established staff from various departments in the course and hence to gain new experiences themselves. Similar opportunities arise in the provision of in-service activities. For example, if it was decided that some input was needed related to the use of the overhead projector, then this could be done either by sending a group on a special course (possibly mounted by the Local Education Authority or a College of Education) or by the institution

mounting its own course. It could be argued that either way the individual would obtain the necessary skills and would use the equipment as he sees fit. What is in doubt is whether or not the necessary 'skill' is the only thing he needs, or, will his decision to use it be affected by the attitude and support of the institution and his colleagues. Clearly if the activity involved concerns such things as team teaching, continuous assessment or alternate forms of learning, then the individual does not have control over the decision to use such methods. An institutionally based activity would have the opportunity to relate to the real situation and hence a corporate decision or adoption would be possible. It also allows follow up by the individual at a later stage since the people involved are members of the institution, available for follow up consultation.

The institution as a whole can encourage membership of various internal and external committees, contacts with industry and schools, careers guidance, responsibility for publicity, open days, works visits, contact with local groups in the community etc., thus providing opportunities for new experiences. Suitable reporting back procedures, to the Academic Board where appropriate, and relief of timetable support would have to be considered carefully. As indicated by Handy (20) the role of the counsellor should not be associated with the appraisal role. It must be recognised that a significant amount of counselling takes place as a result of the relationships that develop within a college but the provision of a 'counsellor' may have to be made on an institution basis. The person (or persons) concerned would need special qualities or experience in the motivation and support of individuals. The problem is, can such a person be a member of the hierarchy of an institution or should he be a special non-departmental

appointment, 'neutral' in the management structure? It may be that such an appointment could only be justified in a large institution where a 'timetable' or staff development and in-service activities could be justified. If so, the management of the institution would need to give full support and make provision for the person to work across the departmental boundaries and deal directly with individuals where necessary. He would need to gain the confidence of staff and must not be seen as a channel of information to the college management.

Smaller institutions would almost certainly have to combine this role with a teaching post. In such a case the person appointed would be departmentally based but have to be of sufficient standing to be able to gain the confidence of staff and work with and through Heads of Department. The A.C.F.H.E./A.P.T.I. report recommends that the Vice-Principal would be a logical choice in such a situation since he is non-departmental and has the required status. It may well be that his managerial position, affecting appointments and promotion, would not be conducive to the counselling situation, which involves an admission of shortcomings on the part of the person seeking advice.

One of the strengths of a college based strategy is that by implication there is expressed a concern for change, both educational and organisational, on the part of the institution. It allows also the opportunity of translating needs identified within a particular department to an activity designed with the whole institution in mind, whilst satisfying a particular need. It may be thus possible to erode some of the traditional departmental barriers and encourage a college rather than departmental view of the organisation.

CHAPTER 4

STAFF DEVELOPMENT IN FURTHER EDUCATION

A REVIEW AND CRITIQUE OF THEORETICAL MODELS

1. Introduction

In very general terms staff development refers to all activities which are devised to improve or change an individual's role within a formal educational organisation or to simply help the particular individual to develop for his own sake. It must be emphasized that this is a very general statement and in no way reflects an accurate definition of what the term means in any specific situation or setting. Indeed as Betty Hollinshead (1) so clearly stated 'the problem is that staff development means different things to different people'. Cantor and Roberts (2) remind us that the activity is not confined to the needs of academic staff but embraces those of staff engaged in administrative or ancillary duties. Whilst this is very true this research project has focused solely on the needs of academic staff and the procedures developed to meet their needs. Therefore no reference is made to staff development activities relating to other categories of staff.

2. Definition of Staff Development : A Continuing Debate

D. E. Billing (3) describes staff development as a deliberate and continuous process involving the identification of needs, both present and future, of an individual in relation to his job role within the organisation

1. Betty Hollinshead, Head of Staff Development and Educational Methods Unit, Manchester Polytechnic - Conference Paper No.24 page 10 (May 1979).
2. Cantor, L. M. and Roberts, I.F. - 'Further Education Today - Chapter 8 page 10 - Routledge and Kegan Paul (1979).
3. D. E. Billing 'The Nature and Scope of Staff Development in Institutions of Higher Education' - in Staff Development in Higher Education (1977).

and his role within the profession as a whole. Professor James (4) describes the process as essentially an employer/management responsibility but involving high level consultation and negotiation with subordinate staff in order to agree a staff development policy and strategy. Professor James comes to this conclusion mainly because of the position of the employer and senior management in relation to the allocation and control of resources, particularly finance. There is in fact a second reason to support such a view. Further Education institutions are essentially formal organisations structured on the lines of the classical/bureaucratic model. They all exhibit features which show that typically the structure of a college exhibits many of the features of the classical model of organisation design together with many features which correspond to the ideal bureaucratic model suggested by Weber (5). Further Education organisations are managed on the basis of a clear hierarchical system of authority with accountability being vested in the most senior management position (the Principal). This means that the Principal (supported by his senior management team) will be the person held to account for the success or otherwise of his college including the performance of the staff. This is particularly so in colleges in the non-advanced sector of Further Education where the academic boards, for example,

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4. Walter James (Open University) - Staff Development: Principles in Staff Development Policy and Provisions: Manchester Polytechnic Conference 24 (May 1979).
 5. See Capey and Carr - 'People and Work Organisations' Chapter 2 pages 43-60 - Holt, Rinehart and Winston (1982) also Judy Bradley 'Conflicts and Confusions in Staff Development' Journal of Further and Higher Education 6(1) Spring 1982.

are only advisory to the Principal. Adrian Bristow (6) made the same point some six years earlier than Professor James when he spoke at a Coombe Lodge Conference. Bristow's view was that Staff Development was 'very much a tool of management'. He emphasized just how important the process was by quoting the extent to which staff salaries dominate the Further Education budget (i.e. between 60-70%). In addition he recognised the staff are the most important resource in the Further Education system and that the success or failure of individual institutions is a function, to a large extent, of how they do their jobs. Staff acceptance and ability to accommodate changed needs and processes, their up to dateness and their commitment and motivation were identified by Bristow as the 'key objectives for effective staff management'.

Further support for the Bristow/James view of staff development as essentially a tool of management was given in a joint publication by the Association of Colleges of Further and Higher Education and the Association of Principals of Technical Institutions (7) in 1973. This report, as did Bristow, emphasized the labour intensive nature of Further Education and therefore the need to ensure that teachers perform as well as possible in order to improve the efficiency and effectiveness of every institution.

Let us, for the moment, accept this view that staff development is a management tool and attempt to define or identify what objectives management attempt to achieve through various staff development strategies.

6. A Bristow - 'Staffing and Staff Development - The Present Position' in Staffing and Staff Development - Coombe Lodge Conference 73/3.
7. Joint ACFHE/APTI Working Party - 'Staff Development in Further Education - 1973.

The Bristow view was that staff development has four essential aims namely:

1. an improvement in current teacher performance and the resolution of existing weaknesses.
2. The preparation of staff to cope with change.
3. Seeking to enhance job satisfaction.
4. Preparation for easier advancement.

Since Bristow was also a member of the ACFHE/APTI Working Party it is perhaps not surprising that his individual view of the aims of staff development as stated at the Coombe Lodge Conference in 1973 coincides almost exactly with the published views of the Working Party. Professor James in 1979 saw job satisfaction and organisational change as key issues to which staff development strategies should give increasing attention. Betty Hollinshead included the aim of increasing the career prospects of individuals, the aim of improvement of professional competence the aim of updating subject knowledge and the aim of improving administrative and managerial ability. Dr. Billing on the other hand sees staff development as an integrative process which attempts to marry the needs of the individual with the context of his profession and the needs of the organisation for which he works. Thus any strategy for staff development must be designed to meet the needs of the employer, the profession as a whole and the individual teacher.

All of these views regarding the aims of staff development have a common underlying assumption i.e. that we can assess need which by implication assumes we can assess weakness. If we are to improve teacher performance we must be able to assess the strengths and weakness of existing performance. If we wish to prepare for change we must be able to assess, with a reasonable degree of accuracy, what change is likely

to occur either to the organisation as a whole and its curriculum or to the job role of individual teachers. If we wish to improve career prospects we must base our actions on an assessment of what it is that will enhance an individual's chances of promotion. If we wish to change an individual's job role we must be able to assess what skills and knowledge are required. Professor James stressed that 'if we want to pay attention to staff development you must start paying attention to the job requirements' (8). Bristow emphasized the need for a system of performance appraisal whereby individual teachers could be assessed regarding their own strengths and weaknesses in the current job role together with some consideration of expected organisational development necessitating changes to the existing job role.

2.1 The Contribution of the Industrial/Commercial Training Approach

Assessment of need is seen as a crucial component of the management model perspective. In undertaking an assessment of training needs and the subsequent formulation of a staff development policy and strategy, it is important to distinguish between organisational training needs and individual training needs (9). In this context we can perhaps learn a great deal from the industrial approach to training.

Whilst these two aspects of 'need' are inter-related and in some cases may become synonymous, it is nevertheless essential to make this distinction if real training needs are to be identified and the maximum contribution from training is to be gained. (This is certainly the philosophy behind most of the published training guidelines of the Industrial Training Boards).

8. Walter James Op. Cit. page 4.

9. Capey and Carr Op. Cit. pages 167-172. This has been the stance taken by most, if not all, of the Industrial Training Boards. Their approach is based upon a systematic appraisal of training needs, derived from the analysed needs of the organisation.

2.1.1 Organisation Training Needs (See Figure 1)

In this context, the 'organisation' refers to the Further Education institution as a total whole; for example, the senior management team, departments and sections. To determine where an 'organisational training needs' exists therefore, requires a thorough examination of all the sub divisions against the corporate policy for the College.

Throughout this approach, the emphasis is centred on the organisation and, in particular, the identification of those barriers to efficiency and problem areas which prevent the achievement of organisational objectives.

It is equally important to identify areas of opportunity which may result in the achievement of more desirable objectives. The implication here, is that training needs should be considered in relation to both present and future organisational goals. A 'training need' exists where training can make some contribution to alleviate 'barriers' or can assist in the development of new opportunities.

Arising out of the results of this organisation analysis, a 'corporate training plan' can be produced, which will ensure that training is directed at the real needs of the College, which in turn will facilitate the optimum utilisation of manpower resources in the achievement of objectives.

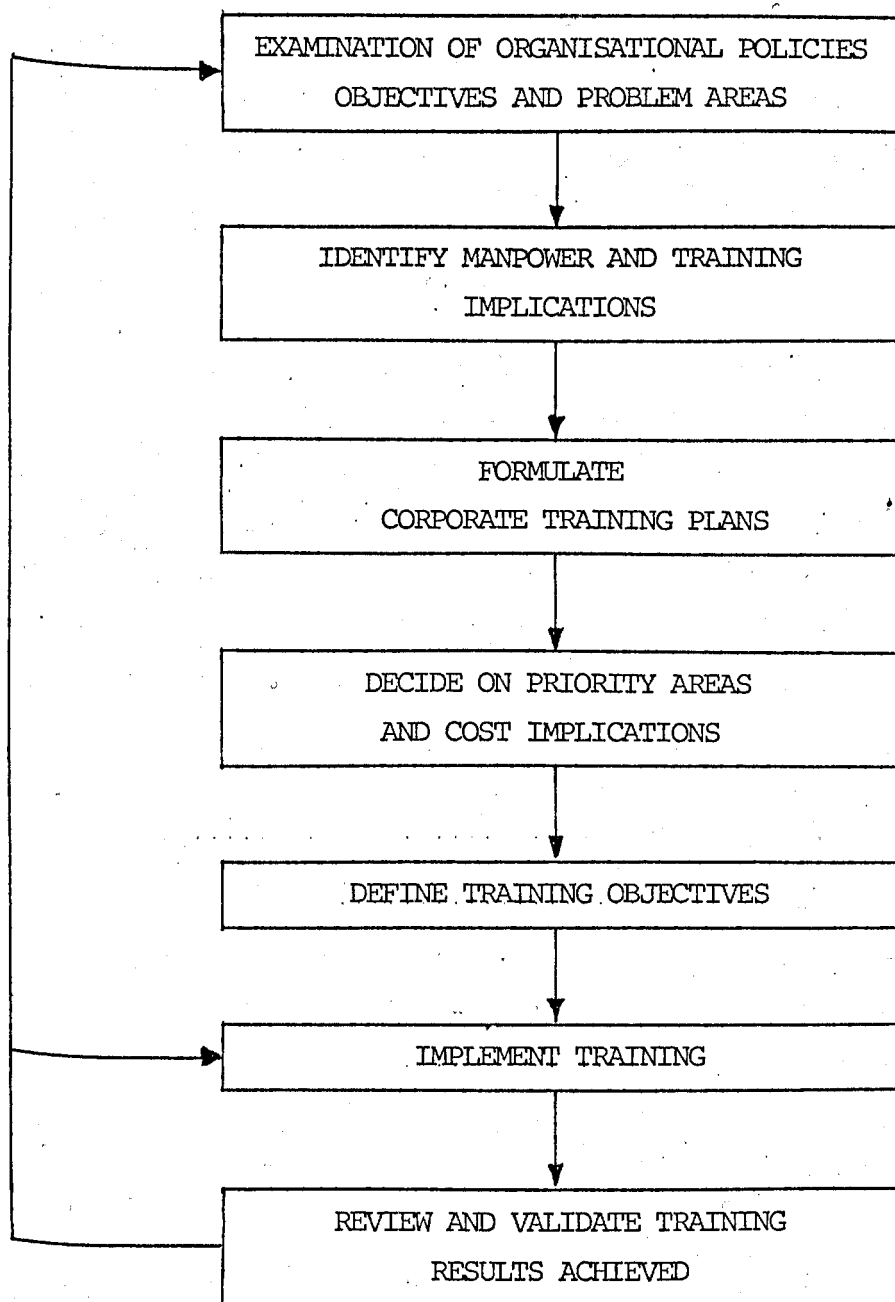


FIGURE 1

A systematic approach to the assessment
of organisational training needs

2.1.2 Individual Training Needs (See Figure 2)

On completing an assessment of organisational training needs, the next stage is to determine who needs training, to identify individual problems of knowledge, skill or attitude which prevent the effective performance of the job or those which are necessary to prepare an employee for some future job; i.e. manpower development.

An individual training need should be determined by an examination of the performance the organisation expects from a particular job as well as actual performance achieved by the holder of the job. The difference which occurs between actual performance and required performance is a 'learning need' which is subsequently referred to as a 'training need' where it is considered that training can make a contribution in fulfilling this requirement.

If the organisation is to effectively discharge this responsibility however, it is important to ensure that:

- a. the job itself had been clearly defined (up to date job description)
- b. acceptable standards of performance have been agreed (objectives).
- c. performance is regularly reviewed through frank two-way discussion against objective criteria (senior management appraisal interview) (this might be, for example, between the Head of Department and his staff)
- d. opportunities exist and consideration is given to effective training where this will contribute to improving performance in the present job or as preparation for a future job.

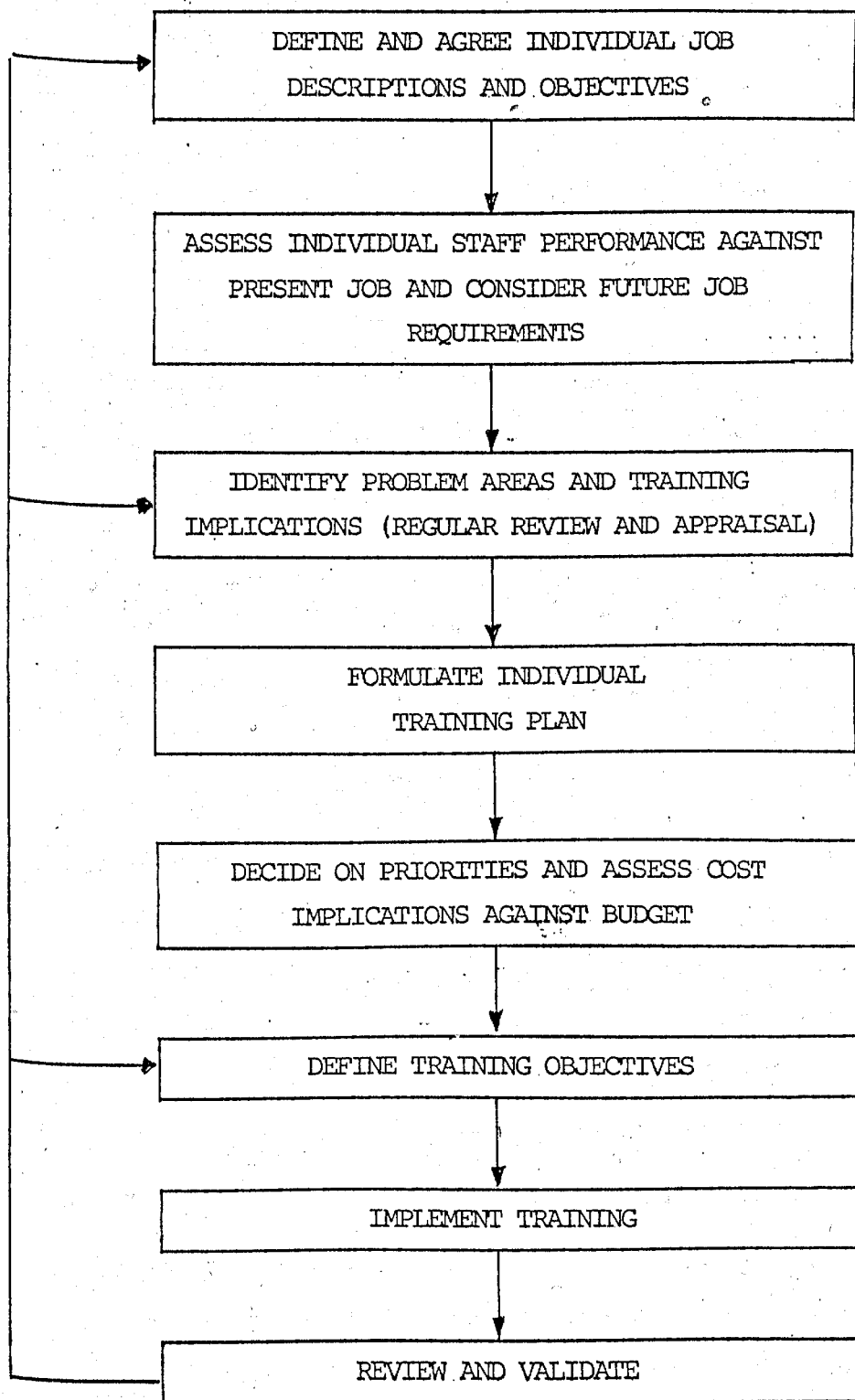


FIGURE 2

A systematic approach to the
Assessment of individual training needs

In the light of the information derived from this assessment of 'individual training needs', an overall 'training plan for individuals' can be formulated. Through this approach, training is more likely to be directed towards ensuring that the individual is developed to his maximum potential within his current job or adequately prepared for some future job, which will be of benefit to the individual and the College.

The planning process cannot be viewed as a once and for all activity, but an ongoing programme of assessment, implementation and review. If training plans are to remain viable and training objectives are to be met, the process should be sensitive in highlighting new problem areas and be able to react quickly to changes in student needs, financial resources, staff climate and so on.

The above process is a dynamic activity where staff performance is assessed against current and meaningful objectives. In identifying training needs, this should be seen in terms of improving and alleviating problem areas and performance in the present job or preparing for a future job. The appraisal interview is a culmination of previous discussions and not a 'one off' exercise.

To identify an individual's 'training need' consideration should be given to such questions as:

- (i) Does each individual have a clear understanding of his role, together with an up-to-date job description?
- (ii) Are work objectives, targets and standards of performance clearly defined and agreed?
- (iii) Is individual performance reviewed on a regular basis against agreed standards of performance?

Training is concerned with creating those learning conditions in which the necessary knowledge, skill or attitude can be most effectively acquired by the learner.

This systematic approach can be illustrated diagrammatically (See Figure 3).

(after Capey and Carr 1982)

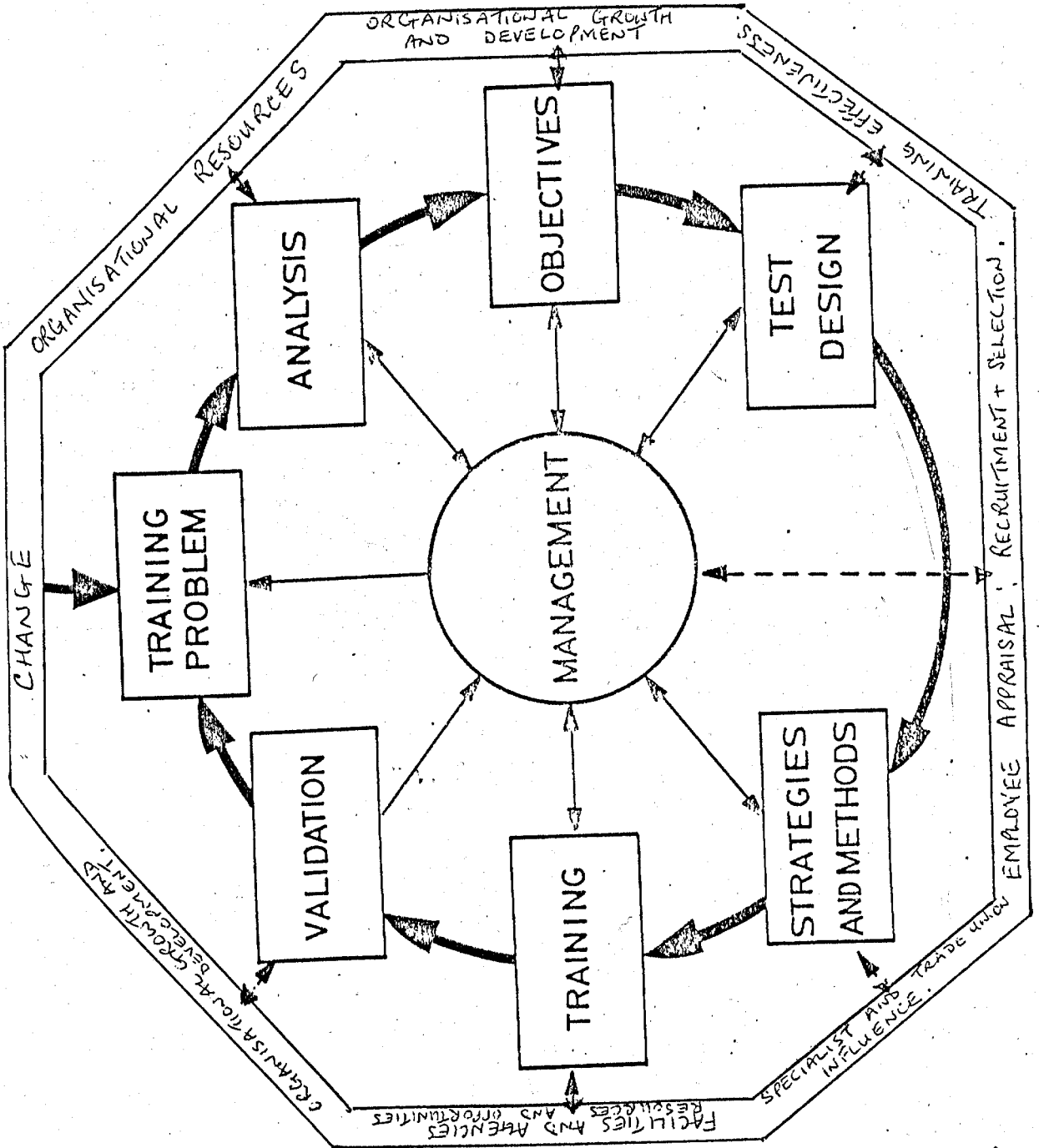


FIGURE 3

It can be seen that this view and approach to staff development in fact encapsulates two separate groups of problems. The first is that whether we talk of organisational or individual needs we are in both cases talking about objectives we seek to accomplish i.e. the anticipated outcomes of our training activity (for example new skills, knowledge, understanding and perhaps even attitude change). The second concerns the facilities and arrangements that are necessary for the training to actually take place. Dr. J. E. Brent (10) also makes this point and reminds us that we must always bear in mind that the prime objectives of staff development must be something which should ultimately benefit the students who enrol on Further Education courses.

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10. J. E. Brent - 'The Role of Colleges of Education (Technical) in Further Education Staff Development' in Staffing and Staff Development Coombe Lodge Report 73/3 Vol 6 No 1 (March 1973).

3. Definition of Training Objectives in Relation to Further Education Staff Development

Dr. Brent suggests a very useful method by which the objectives set could in fact be classified. He suggests three classifications based on 1. objectives associated with the professional development of the individual teacher 2. objectives associated with the better performance of the teacher for the good of the college and 3 objectives associated with the aim of improving job satisfaction. T. J. Russell (11) points out that the business of setting objectives is a most difficult and complex subject. The very process assumes we know quite clearly what it is that has to be achieved and what human activity will in fact achieve the anticipated outcome. He issues a very important warning when he said "When we ask questions about staffing policies we are thrown immediately into deep water. We have to state what it is we want colleges to DO to the STUDENTS and then to make empirically - probablistic statements about what kind of staff are likely to be able to create the learning environments we think desirable".

This quotation helps to illustrate the point being made here. That is that the setting of training objectives is not and, can never be, an accurate truly objective process. It is fraught with the problem of measurement be it of teacher performance or of the direction and magnitude of change. To think otherwise might be thought to be a delusion of reality. Most commentators assume, as did for example the Haycocks reports (see chapter 1) that teacher training makes teachers more effective. This might or might not be true. Any approach to training must contain an element of evaluation for the process to be cost effective and meaningful. Dr. Brent also presents a useful but simple check list of factors which perhaps need to be considered when deciding on the arrangements required, the how,

11. T. J. Russell Staff Tutor Coombe Lodge. Page 37 Coombe Lodge Study Conference 73/3 (March 1973).

when, where problem. His list is as follows:

1. Questions relating to which agency is best suited to provide the training. Can it be done internally? Is an external agency required? (e.g. a University or Polytechnic).
2. Questions relating to the length of the training. Should it be short or long? Should it lead to a qualification?
3. Questions relating to mode of training i.e. full time, part time, block release etc.
4. Questions relating to resource implications. Perhaps the most important resource issue is cost. Cost of release from teaching, cost of travel, course fees, expenses etc.
5. Questions relating to provisions for part time staff.
6. Questions relating to communication and evaluation.

4. A Critique of the 'Management' model

Mantz Yorke (12) is not altogether happy with the management model on the grounds of compatibility between the various objectives. On the one hand there are the objectives which are related to organisational development needs and those associated with the professional development of the teacher, whilst on the other there are those objectives associated with the enhancement of job satisfaction. Yorke in fact sees a possible conflict between these. He sees the management model as giving attention to the needs of the individual in a paternalistic way and he quotes the report of the ACFHE/APTI Working Party to illustrate his point. (The quote was 'our initiative stems from a genuine concern for the patient'). In a later paper Yorke (13) raised further questions. He asks for example

12. M. Yorke - 'Staff Development: An Illuminative Evaluation' Coombe Lodge Information Bank No 1186 September 1976.
13. M. Yorke - 'Staff Development in Further and Higher Education: a Review' - British Journal of Teacher Education - Volume 3 No 2 May 1977.

who defines or should define staff development and how effectively is teacher performance monitored and measured. He is basically suggesting that in many cases management define staff development objectives based on normative evaluations of teacher performance. He quotes the sort of norms used as being such measures or comparisons of examination results say one year in comparison with another or one teacher's results compared with those of his colleagues or the acquisition of new qualifications. He further suggests that the evaluation of teacher performance will rarely be based on the individual teacher himself reflecting on the strengths and weaknesses of his own performance. It is true that Yorke does not actually say this in so many words but the implication is nevertheless quite clear in his paper.

Whilst what Yorke says is probably correct in part he seems to have a somewhat jaundiced view of the management model. He seems to assume that the model suggested by Bristow in 1973 involves no consultation/participation with the staff. He sees an inherent weakness as being the inability of management to assess adequately individual teacher needs and also to be able to reconcile these with the needs of the organisation. He describes the conflict as being between prescription and support.

4.1 The 'Shop Floor' and 'Partnership' models as alternatives

Yorke is supported in his view by I. W. Hannaford (14) who describes the management model as 'a neat engineering model' with inputs, a conversion process and outputs, but lacking the human dimension. Both Yorke and Hannaford seem to be suggesting that job satisfaction cannot be a legitimate concern of management unless a democratic decision making model is in operation. By democratic decision making model is meant some mechanism by which all of them contribute to the determination of their own training needs through a reflexive review of their own individual performance.

Hannaford assumes that if self-initiated and self-applied solutions prevail they will gain the strongest commitment of the user and thus have the best chance of a lengthy survival. What neither writers clearly explain is how such an approach can be co-ordinated, who make priority decisions, and how does it fit in with organisational development. To be fair Yorke does suggest three models, a management model (based on Bristow see Figure 4), a shop floor model (based on Hannaford's criticism see Figure 5) and a partnership model (based on that presented by Warren Piper in 1975 see Figure 6). In Piper's (15) partnership model it is clear to see that some of these questions could be answered. What is perhaps surprising is that Yorke should feel that the model suggested by Bristow/ACFHE/APTI/James is not also a partnership model. This research project has found little evidence to suggest that the dominant management style in Further Education Colleges is unilateral autocratic decision making. Perhaps pre-war and in immediately post war the management approach generally adopted in colleges would fit the Yorke view of the management model but surely not in the 1970's and 1980's? Paternalistic management has been a method of the past in many sectors of the economy. Admittedly it would be hard to envisage a true partnership model occurring in any college i.e. where 'management withdraws from direct intervention while supplying funds to enable initiatives to be taken by staff development personnel operating autonomously' (Yorke) since staff development decisions are inextricably intertwined with other organisational decisions to which the staff development personnel are not necessarily a part. To suggest that staff development is a tool of management is not to take the

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15. D. Warren Piper - 'The Long Reach' in Issues in Staff Development
pages 1-19 - London University Teaching Methods Unit (1975)

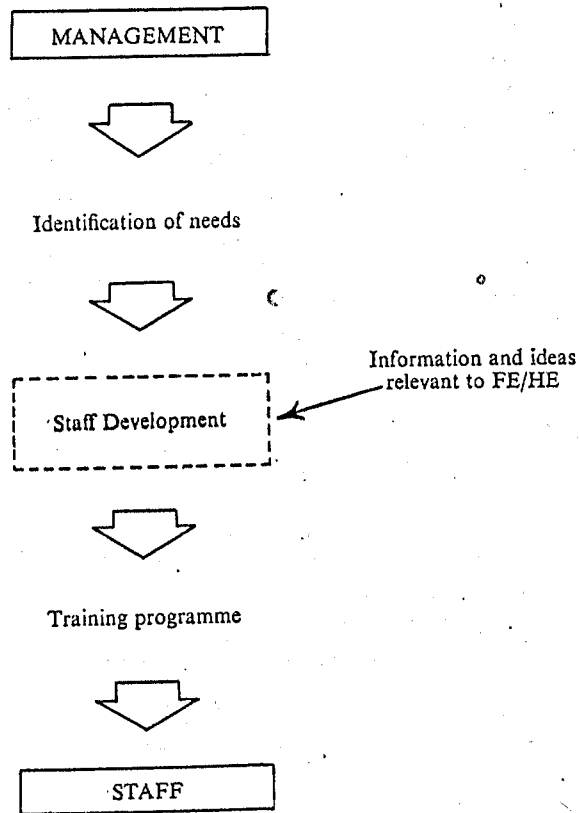


Fig. 4 The 'management' model for staff development. (after Bristow 1973)

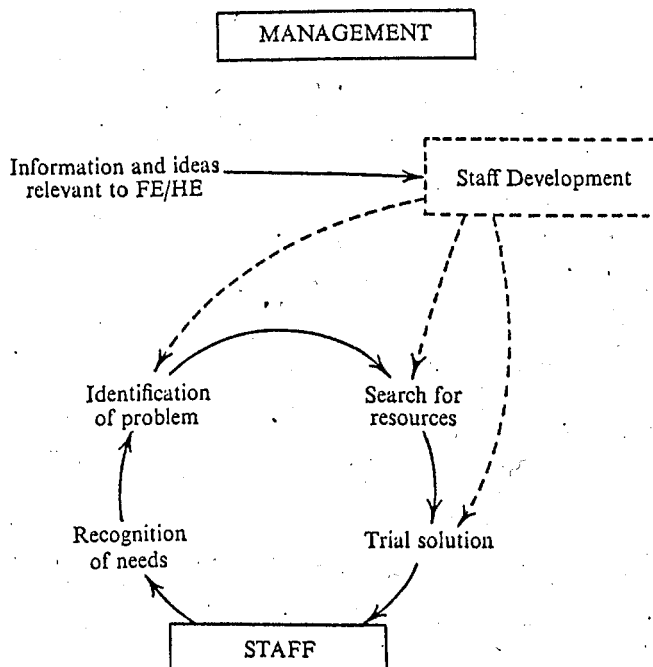


Fig. 5 The 'shop floor' model for staff development. Note: Non-directive linkages are indicated by the dotted lines.

(after Hannaford 1974)

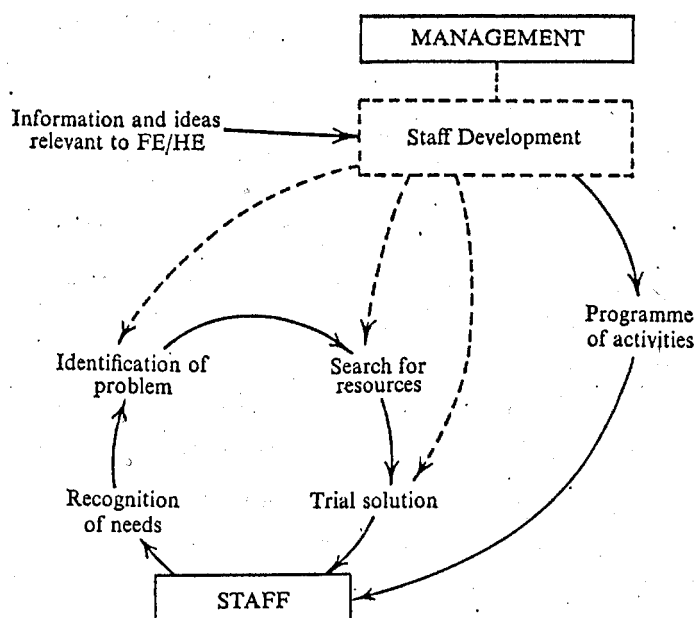


Fig. 6 The 'partnership' model for staff development. Note: Non-directive linkages are indicated by the dotted lines.

(after Yorke 1976)

easy way out (16) but is a realistic view of the present needs within the structure of Further Education institutions. What we have to ensure is that the style of management adopted is participative where sufficient authority is delegated to the staff development personnel to achieve the maximum degree of effectiveness, both as far as the organisation as a whole is concerned as well as individual members of staff. Such a model could satisfactorily accomplish the grass-roots-upwards dimension so strongly advocated by Hannaford and supported by Yorke. (Yorke also refers to an updated and unpublished account by Sayer and Harding of an International Workshop held at the University of Lancaster in 1975 which focused on University teaching methods. Half of the discussion groups are reported to have supported a grass roots-upwards approach, one third a top-down model and the rest a combination of both).

4.2 The 'Management' model as an authoritative model

Yorke and Hannaford interpret the Bristow view of staff development as an authoritative model similar to that presented by Betty Hollinshead (17) in 1979. This model (see Figure 7) reflects the widely adopted emphasis in America (18) of management being responsible for defining, implementing and controlling staff development activities. In this approach the essential key to success is regarded as being staff appraisal. This can take various forms such as annual assessment forms, feedback questionnaires

16. See BFA Tipton 'Staff Development, Solidarity and Social Change' Journal of Further and Higher Education 5(2), Summer 1981.
17. Betty Hollinshead - 'A Framework for Staff Development' in Staff Development Policy and Provision - Manchester Polytechnic Conference Paper No. 24 May 1979 pages 10-18.
18. See R. L. Woodbury 'The Politics of Teacher Evaluation and Improvement: 'A look at the United States' in Evaluating and Teaching in Higher Education UTM (1975).

THE AUTHORITATIVE MODEL (after Hollinshead 1979)

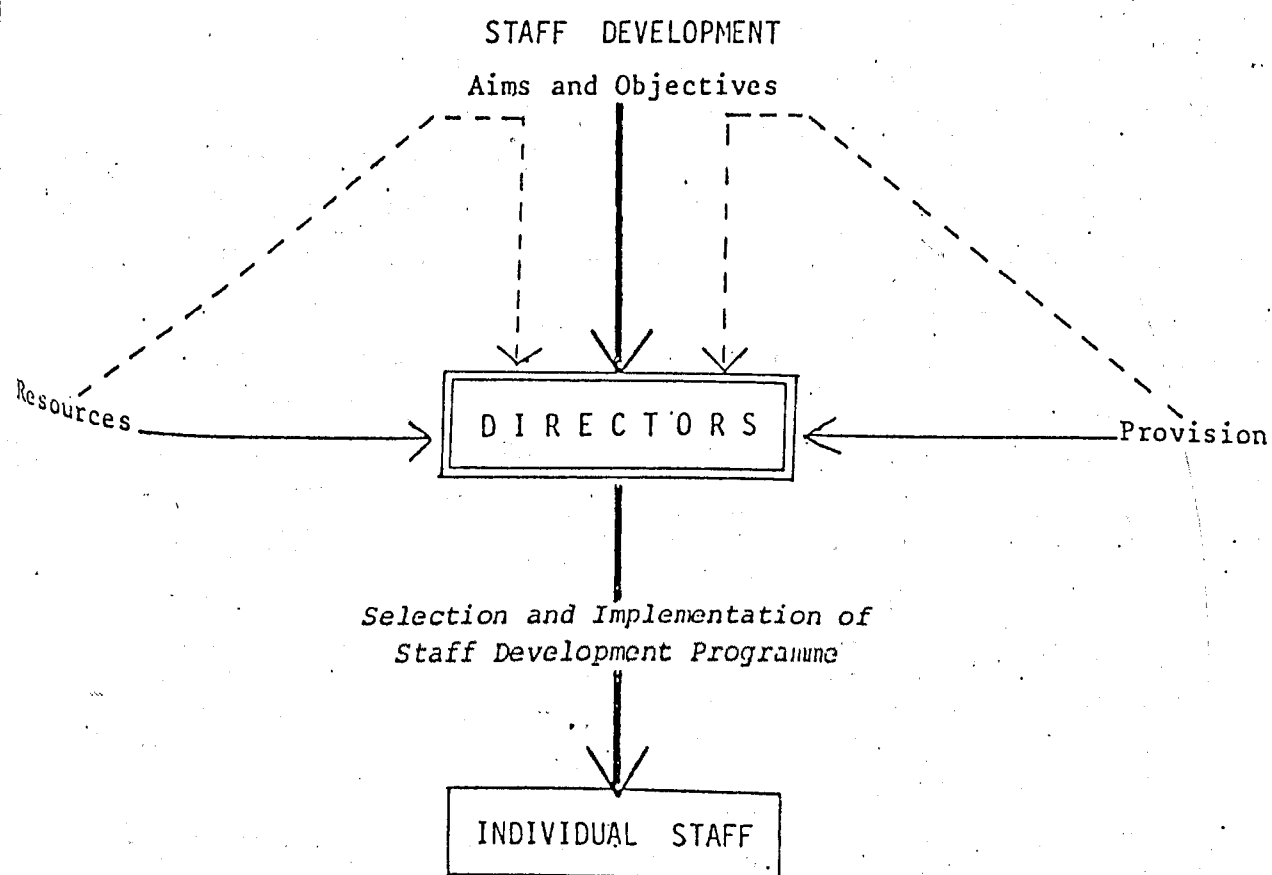


FIGURE 7

and appraisal interviews. The issue in this model which worries Hannaford the most is the apparent rigid approach to appraisal with the dominant focus of authority resting in the hands of management. The model gives almost total emphasis to formal accountability in terms that are measurable (i.e. both measures of appraisal in job performance terms and measure of training success in job performance terms). He is concerned that not all variables that should be considered are in fact measurable in this way. The authoritative approach runs the very great danger of discouraging individual ideas and initiatives to the detriment not only of the individual but also of the organisation that employs him' (Hollinshead).

4.3 The 'Self-Directed' model : some functional deficiencies

The problem is that the self directed model (see Figure 8) has major deficiencies when an attempt is made to link it with controlled organisational development. George Tolley (19), for example, stresses that if an authoritative body, such as college management, has accountability for staff development then the mechanisms adopted must take account of three variables, the institution, the profession and the individual. This concept is reinforced by R. Richardson (20) (see Figure 9) who proposes a 'cycle of interaction' as far as staff development is concerned. This framework of interaction attempts to link individual staff development with college development. Such a model requires a sophisticated professional ability to review and direct college development together with an effective communication system which not only clarifies issues as far as subordinate

19. G. Tolley 'Accountability in Higher Education' in Strategies for Staff Development - Manchester Polytechnic in strategies in Staff Development (1976).
20. R. Richardson 'Staff Development: A conceptual Framework' in Journal of Further and Higher Education Vol 46 No 1 (1975).

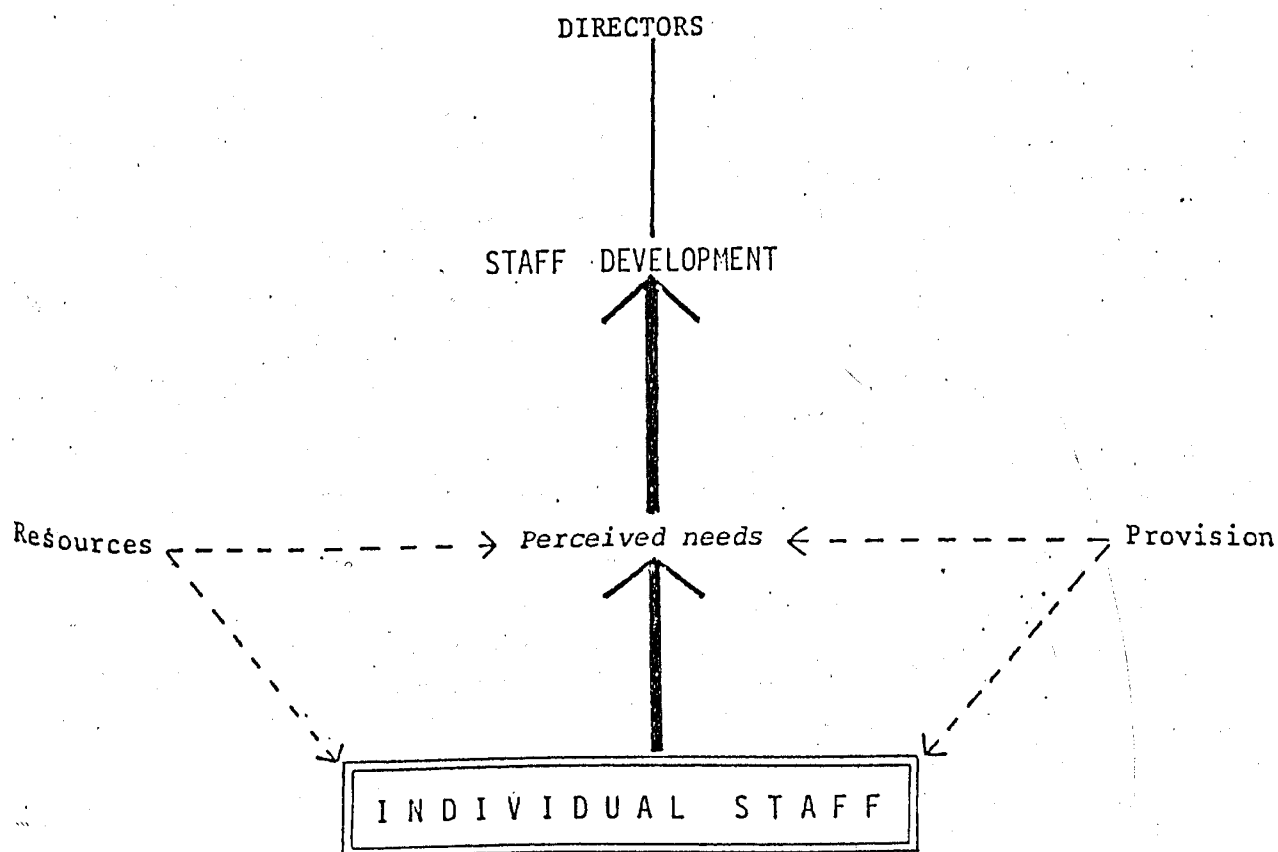
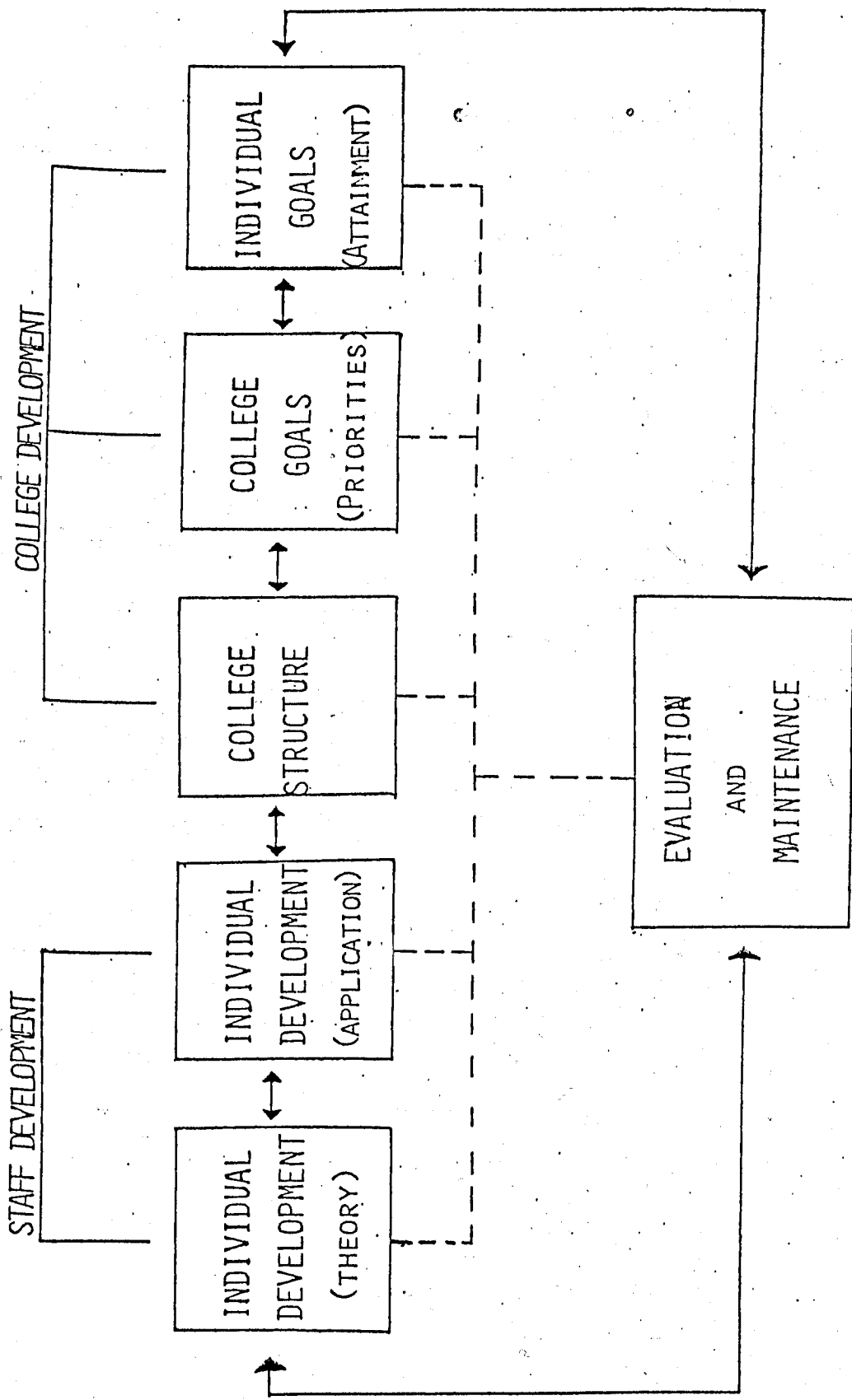
SELF-DIRECTED MODEL (after Hollinshead 1979)

FIGURE 8



(after Richardson 1975)

FIGURE 9

staff are concerned but tells them what is expected of them and evaluates how they are getting on (based on Tolley), demonstrates a management leadership which both understands and encourages staff development (based on Richardson) and provides for a system of discussions where management and staff can review specific staff development programmes.

There is much to commend in an approach which encourages staff to define and develop their own individual staff development needs (the self direct model) provided that, at the end of the day, the composite effect is an integrated provision which meets the needs of the students for which the College is catering. Individual teachers may be more committed to staff development if they have defined their own requirements, needs and weaknesses. Nevertheless the essential question surely must be, against what criteria these have been assessed? Does the organisation as a whole value and need the skills, knowledge or ability the individuals may wish to engage in? Do individual initiatives assist organisational development? If not, the organisation must, of necessity, consider the extent to which it can offer tangible support to the initiatives taken (i.e. in terms of finance, release from teaching duties, use of resources etc.). If the needs do coincide then the likely commitment to the development can, quite naturally, be expected to be high.

4.4 The 'Supportive-Advisory' model as a compromise

The supportive-advisory model (see Figure 10) is one suggested method by which staff individual initiatives can be married and linked with planned organisational development. Hill, Dobson and Riches (21) point to the fact that many teachers see the self-directed model as an haphazard

21. N. Hill, K. Dobson and C. Riches - 'The Professional Tutor - Hatfield Polytechnic (1977)

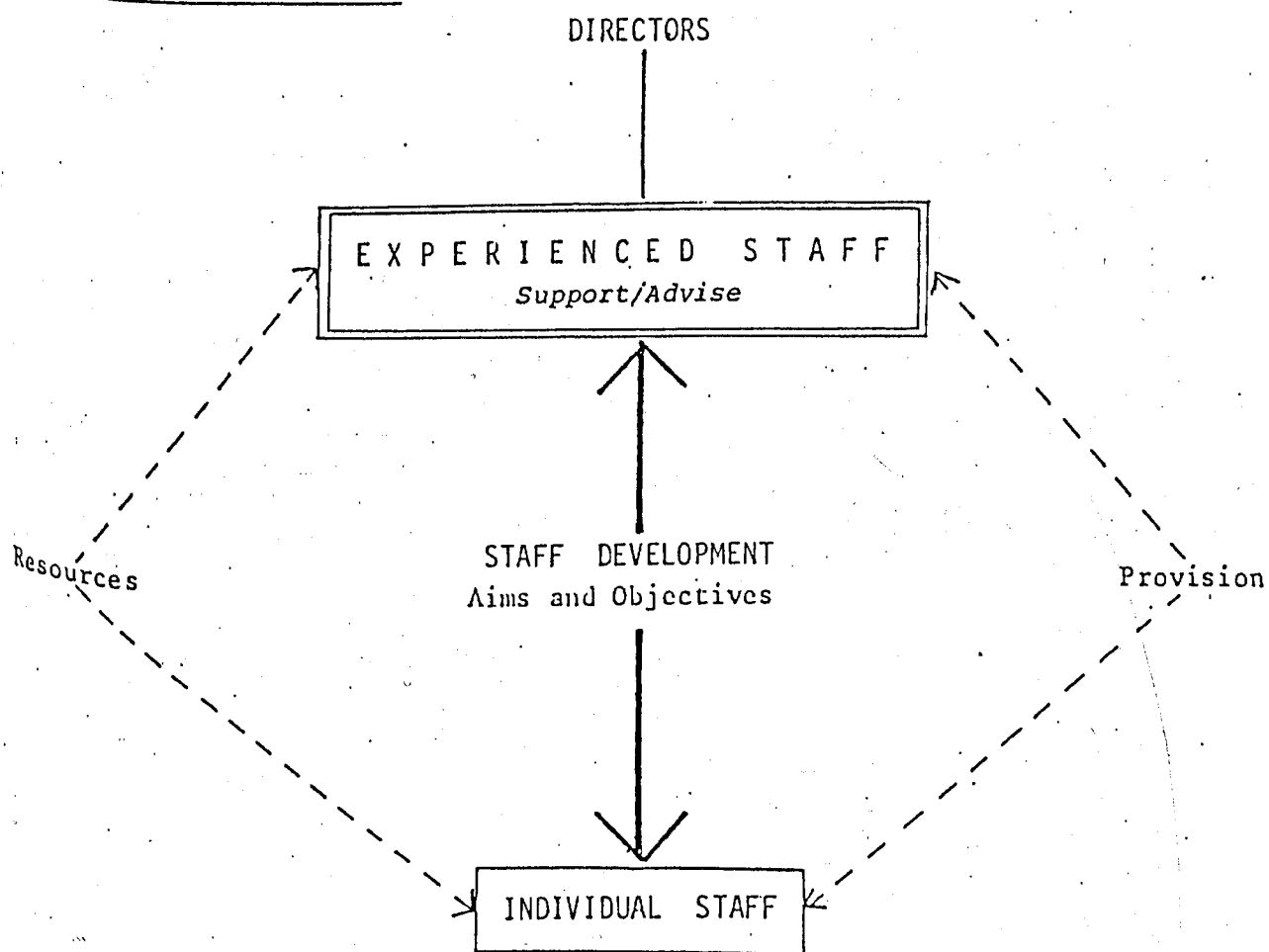
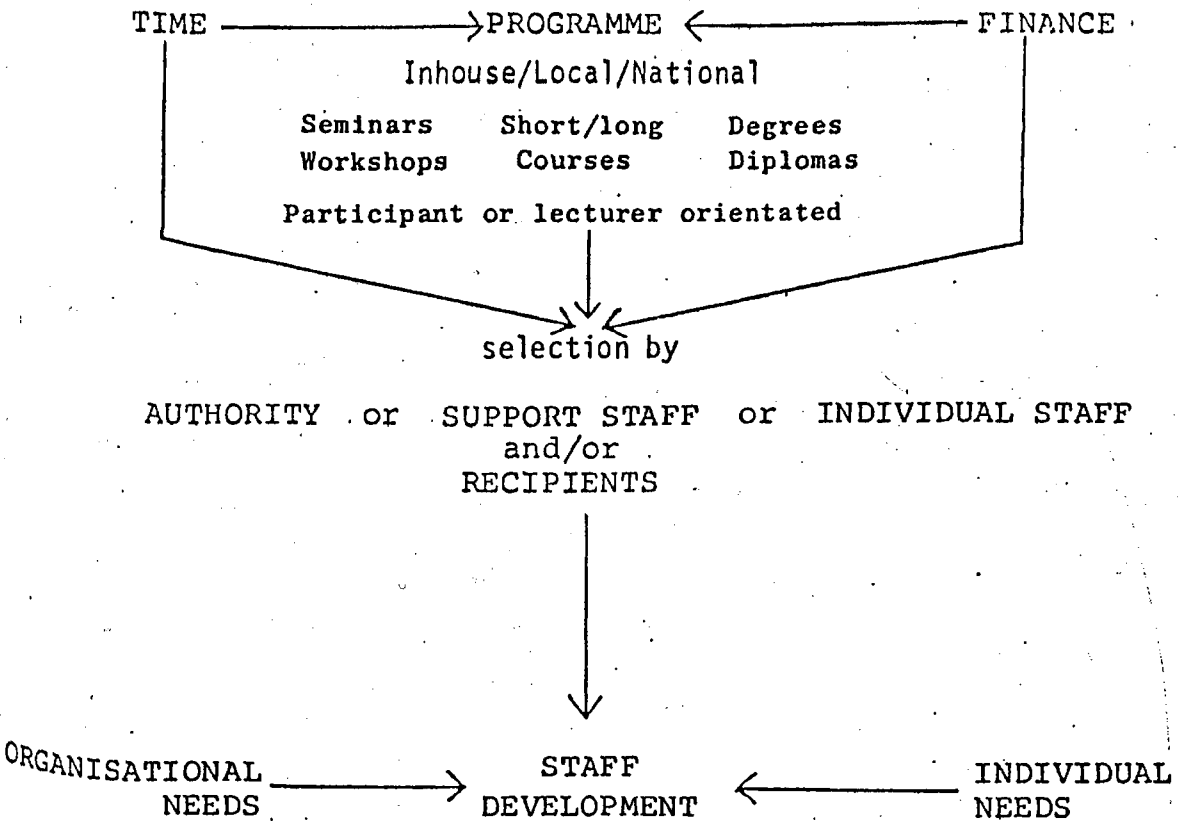
SUPPORTIVE/ADVISORY MODEL

FIGURE 10

approach which has reflected staff development for far too long. They see it as fragmented, random and uncontrolled. In the supportive advisory model an experienced colleague is seen as a co-ordinator and intermediary between staff and senior management. The intermediary acts as counsellor and co-ordinator. This experienced member of staff may have the title professional tutor, training support tutor, staff development officer or some other such title, or may simply be an experienced member of staff. The advisor is not in an hierarchical authoritative position and the model relies essentially on good will and co-operation. The key to this model will be the quality and effectiveness (including leadership ability) of the experienced member of staff who acts as the co-ordinator. Undoubtedly, if successful, this model should achieve a high degree of staff commitment and motivation. Perhaps the model tends to 'skate on thin ice' because of the previous nature of its stability being so dependent on personality factors.

It is debatable if any model can be successful unless it combines all the dimensions so far mentioned, that is, an authoritative base, involvement of individual staff and some intermediary advisory mechanism. Whatever system is in operation, if it is to meet the three primary objectives of staff development namely the needs of the institution, the needs of the profession and the needs of individuals, all these dimensions must be represented in it. The 'recipe' for success will be a function of the specific college situation and no third party prescription can be suggested as the ideal model to follow. A significant factor which will influence the development of any model will be the resource implications. Betty Hollinshead illustrated this very clearly (see Figure 11). Hollinshead points out very succinctly, and knowledgeably from her position as Head of a Staff Development Unit, that it will be the framework of resources that ultimately determines the final policy for staff development in any



A FRAMEWORK FOR STAFF DEVELOPMENT (after Hollinshead 1979)

FIGURE 11

institution. If, as seems likely within the foreseeable future, resources will remain scarce and limited then decisions regarding priorities will always be difficult and contentious issues, but someone has to make them. The decisions could be taken unilaterally by management or by a partnership between representatives of the staff with management, but rarely, if ever, by the staff themselves.

5. The Effect of Contemporary Issues

Recent changes affecting Further Education, such as the Youth Training Schemes of MSC, Vocational Preparation Programmes, the continued development of TEC and BEC and organisational change such as tertiary development are all adding to the urgency of staff development in colleges. At the same time institutions are facing harsh financial cut backs which are hitting staff development budgets as hard as any other aspect of college organisation. The YTS schemes perhaps above all provides a new opportunity through cash incentives provided by the scheme known as the 'Robertson Shilling' to actually fund new approaches to staff training focusing directly on curriculum needs. Greater emphasis is being placed on ways of helping staff to prepare for new job roles based on the curriculum needs of the new types of college programmes for the young unemployed, whilst at the same time maximising other staff development initiatives by rationalising provisions, making maximum use of resources available within the institution itself and generally involving a greater number of permanent full time staff in staff development activities either in the capacity of tutors or students themselves.

Judy Bradley (22) argues that these contemporary needs and initiatives are to some extent out of phase with the realities of the structure of

22. Judy Bradley - 'Conflicts and Confusions in Staff Development'

Journal of Further and Higher Education Vol. 1, Spring 1982.

college organisations. The dominant bureaucratic hierarchy works in such a way as to pressurise staff to take part in training activities which have been diagnosed as being necessary by senior staff for junior staff. She argues that such a situation is in reality ignoring the increasing movement towards the democratisation of the decision making process which in the case of staff development should be expressing itself in an increased movement towards the self-directing model outlined by Hollinshead or the supportive-advisory model. She argues that the reality of the situation is an uncomfortable compromise between the 'management' and 'democratic' approaches. She comes to this conclusion for similar reasons to those already expressed in this chapter i.e. that the staff development activity should link all three aspects of need namely, organisational, individual and professional. She argues that this uncomfortable compromise is one of the sources of internal conflict within a college. This conflict is seen by management as a problem to be avoided and one method commonly adopted is failure to be sufficiently precise about policy implications. The reason such a method is adopted, Bradley argues, is that in a bureaucratic hierarchical system no mechanism exists to adequately tackle the issue of such conflict. On the other hand a support-advisory structure based on the premise of consensus would be more likely to win support, encourage participation and win consensus.

Pat Shears (23) agrees with Bradley that most models do fail to achieve a satisfactory balance of individual against institutional needs, but she agrees with the essential premise of this chapter that an approach

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23. Pat Shears: 'Staff Development Approaches - A Critical Appraisal' - in The Vocational Aspect of Education Volume XXXIV, No. 87 pages 11-14. (April 1982).

to staff development based on organisational development is more likely to ensure that the aims and objectives of the institution as a whole are more likely to be translated into meaningful and effective staff development strategies. She sees staff development as primarily a process of attitude change, a focus which makes the reflexive form of appraisal an essential component of any approach to staff development if it is to have a hope of being successful.

Another source of conflict in the system Bradley sees as the basic ambiguity in college organisation. Generally job roles are either inadequately specified or not specified at all. Policy is so loosely specified that it is open to multiple interpretation within the same institution; degrees of discretion are so wide that departments within the same college can have almost totally different approaches to staff development and heads of departments are given so much autonomy that in certain instances the college staff development policy can be completely ignored within an individual department.

6. APPRAISAL

Several references have been made in this analysis to the need for appraisal; appraisal of organisational change and development and an appraisal of need resulting from this, appraisal of staff performance, appraisal of change in the field of curriculum procedures and methodology and so on. Perhaps the most contentious of these is staff appraisal or assessment (some call it review). M. J. Kelly (24) defines the process as 'estimating for managerial purposes the teaching competence and the

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24. M. J. Kelly - Appraisal and its implications for Staff Development: Components and Criteria pages 74-77 - Report of a three day short course held at Manchester Polytechnic - June 1979.

potential of staff in classroom and in college through observation and periodic discussion in the context of college development goals'. Kelly's definition is highly authoritative in its base and views the process as being particularly one sided. He describes the process as one of 'guesswork' which begs the question regarding the validity of assessment generally certainly where it is related to behavioural type objectives. If what he is suggesting is that the appraisal by a senior of a teacher's performance is questionable, because the judgement must be highly subjective, then so must be any assessment of student teachers on a professional programme of teacher training. Lynton Jones (25) is opposed to the management world of staff development for similar reasons to Kelly. He sees the process as being fraught with unavoidable evaluative errors some of which he describes as:

Ambiguity: It is difficult to describe clearly various behaviours. Further it is unlikely all raters will agree on such terms as 'good' or 'excellent'.

Insufficient evidence: Where results are difficult to measure, as in our job, there can be a distorted view of a subordinate's performance. Subordinate's ability to get along with the boss can then have a greater impact than actual performance on the job.

Differing perceptions: People differ in their standards of judgement. In practice, raters tend to rate subordinates similar to themselves in background, values and the like higher than those with dissimilar life styles.

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25. L. H. Jones 'Some thoughts on Performance Appraisal'. National Association for Staff Development Journal No. 6 October 1981.

Excessive leniency or strictness: Big differences can emerge between hard and easy graders. Further, there is a tendency for ratings to rise over time.

Halo effect: There is a tendency for raters to be influenced in rating one factor by the ratings they give on another. Hence, if a person has a general impression that a subordinate is good, they are rated highly on all factors.

Recency: Raters tend to give recent events greater weight than those occurring at the beginning of the rating period.

In addition Jones sees excessive emphasis being 'placed on personality traits as opposed to measurable objective performance'. This is a very dangerous activity since it is exceeding difficulty to define desirable traits and even more difficult to rank or grade them. Jones' alternative is a system which encourages individual members of staff to agree goals/targets with their head of department which can later be used as the basis for a performance review chat between them. Kelly sees the process as being dominated by interviews, observation of classroom performance and performance as an organisational member. There is no mention of a reflexive component where the staff member could be asked to review his/her own performance against his/her own criteria base. Nor is there any attempt to relate appraisal of traditional classroom techniques such as board work or visual aids which may be of little value if, for example, the institution has a policy of development towards student centred learning, directed private study or open learning. Jones provides a very positive suggestion for a model by which staff might participate in their own appraisal. He suggests that they might complete a performance planning worksheet based on a pre-prepared set of questions. This worksheet would then form the basis of a performance appraisal interview. Jones provides an example list of questions as follows:

1. What do you regard as your major job responsibilities?

2. What are the most interesting parts of your job? The least?
3. What do you consider as your greatest strengths relative to performing and accomplishing these responsibilities? What would you like to strengthen?
4. Summarize your achievements since the last performance planning discussion.
5. What would you like to do in the future?
6. What do you think you need to do to prepare for this?
7. What help would you like from your head of department?
8. What specific job targets would you like to propose for the next performance planning discussion?
9. What changes, if any, would you like to see made with regard to your job, work procedures or organisation which would help you to improve your performance?
10. What traditional items would you like to discuss at the next performance planning session?

Shears sees the greatest dilemma as being that the same key person in the system (e.g. the Vice Principal) performs the separate, distinct and even conflicting tasks i.e. reporting (appraising) and supporting. The big question is can the same person be both the counsellor and the disciplinarian? When this is often the case there is a very great danger that certain categories of staff (Shears describes them as the 'sleepers' and 'delinquents') will be alienated by the process. The obvious conclusion, if this view of Shears is accepted (and it does seem to have much common-sense merit), is that college staff development activity will rarely reach those staff who perhaps need it the most.

Bradley (26) reminds us that in Further Education the very term

appraisal is associated with destructive criticism and is seen to be synonymous with 'witch hunts' and the creation of 'scapegoats'. She emphasizes that the main hope of appraisal being acceptable to the majority of the rank and file staff must come from a system where the staff engage in a reflexive review of their own performance (i.e. their own perception of their needs). A questionnaire approach could in fact facilitate such a system. The danger, even then, is that a self appraisal system will cater for the ambitious among the staff and not the ordinary staff member whose development needs may be just as great, if not even more so. However, Bradley does appear to skip over the need to link appraisal with the needs resulting from organisational development. Colleges must develop rapidly as organisations if they are to meet the needs of the present day. Such significant development will have major staff implications.

If we accept these views we must also accept a change in the purpose of performance appraisal. The development of the system's views of work organisations demonstrates the change of emphasis since the early 1960's(27). The change of emphasis basically reflects the view that organisations cannot view people working in them in isolation from the jobs to be done and the processes involved. The needs of the college result from an interplay of a whole variety of factors including people, technology, processes, students and the profession as a whole. Any attempt to appraise individual employee performance and contribution cannot, therefore, be meaningfully undertaken without reference to the needs of the college and therefore the students. Taking this view it is difficult to give a prescriptive approach to any particular institution regarding the methods by which people can be appraised.

27. See Capey and Carr. Op.Cit.

Every college situation is inevitable , to a certain extent, unique (e.g. staff, location etc.) and the needs are therefore unique. The criteria for assessment must reflect the individuality of the needs.

In order to perform any valuable function^o, appraisal must satisfy two needs. First the immediate need to identify strengths and weaknesses in relation to a given job role. Second to predict the likely development potential of individuals. Many organisations still have no formal appraisal system at all, not even of a rudimentary kind. Others however, operate highly sophisticated but incomplete systems. Many of these are firmly rooted in appraisal of the individual without reference to the systems concept mentioned above. They concentrate on assessing personal qualities irrespective of jobs, tasks, role development and foreseeable change. In a small number of cases experimnts are being conducted to try and develop systems of appraisal which will satisfy both of the essential requirements. These experiments concentrate on defining organisational issues in a very open ended way. Such definitions will attempt to specify the kind of environment organisations are likely to have to face, and the changes that will be required. The crucial factor is an evaluation, no matter if inaccurate, of the change needs. Such evaluations are likely to include managerial skill requirements, finance implications, technological skill developments and so on. It is therefore that appraisal is moving away from the concept of just measuring people to appraising the organisation.

In the case of attitude appraisal we must not forget the problems of perception. Douglas McGregor (28) clearly illustrated the point that

28. D. McGregor - The Human Side of the Enterprise - McGraw-Hill (1960).

our perceptions are fundamentally attitude based and that attitudes can vary quite drastically between different individuals. The problem is that attitude appraisal is a very emotive and value based judgement. Objectivity is difficult here. In some ways the problems can be overcome if the assessment is performed by a number of appraisers, the belief being that consensus opinion is likely to have an acceptable degree of validity.

The question of raising an attitude assessment with an individual is extremely difficult. Many people strongly resent the implications that their attitude is suspect, and such resentment is natural. This is clearly evidenced by the different views people hold regarding such issues as politics, religion and morality. Similarly the different ways people express their views and the different reaction patterns when such views are challenged. The essential question is why is one attitude any more acceptable than another? This is very difficult and the most we can say is that certain attitude patterns seem to correlate with greater success in given situations. For example it is possible to indicate that certain attitudes are likely to achieve better results than other in a negotiation situation or a leadership relationship.

7. Summary and Conclusions

Fundamentally the arguments and views debated in this chapter have focused largely on three distinct models (approaches) to the staff development activity namely the management (authoritative) view, the self-directed ('grassroots') view and the supportive-advisory view (the partnership). Essentially the conclusion which the arguments contained here reach is that an effective management model is of necessity participative, embracing many, if not all, of the arguments given to support either the self-directed or the supportive-advisory views.

The contemporary view of the managerial role within formal organisations is not that of a coercive, authoritarian, directing role, but a leadership function based largely on consensus decision making. Management have to arbitrate between conflicting views and priorities, they also have to provide a direction for the organisation in terms of policy, aims and executive goals. This does not mean that staff occupying other job role positions are unable to have a view, or the mechanisms to make those views influential, in the decision making process. On the contrary, Colleges of Further Education have a high concentration of consultative and advisory committees, curriculum committees and negotiating committees (probably far more than would be found in industrial or commercial or commercial organisations). Furthermore management have the responsibility of winning the support of the staff. Without this support, progress in any positive direction would be incredibly slow and difficult. It would be difficult to envisage any approach to staff management which results in high levels of staff commitment and support which was not at the same time a supportive participative style. This should not be interpreted to imply that management of the staff development activity is an easy skill to acquire or an easy procedure to devise. The following few pages represent a view relating to these issues which might have a reasonable chance of being effective.

A successful staff development programme will probably be based on a pragmatic synthesis of the perceptions of those to be developed (staff) and the developers (managers). It is quite possible however that the developers themselves as well as those 'developing' will undergo a change during the process. Management might therefore be well advised to pause to reflect

- (a) whether they can continue to maintain a position of detachment or objectivity
- (b) the topic under discussion at the time of the pause should be presented in a student oriented or teacher oriented way.

7.1 The Perceptions of Staff

These depend on awareness and the understanding of possibilities. Apart from a situation of total despair where nothing has any point and there is no (seeming) hope, perception of staff development will depend on what the individual sees as possibilities (in the above case probably very little).

7.1.1 'What could I achieve?' 'How could the College help?' 'What would I look/feel like when I came out of the chrysalis of staff development?' These questions, which are typical, lead to a perception which is itself a function of staff development (or at least initial training) and as such, to some extent, begs the question; certainly in the 'no hope' case illustrated above. Thus one of the first tasks of the developer (individual(s) or committee) might be to highlight, or at least indicate, the 'promised land' - the second might be to indicate the tools or aids needed for the journey (i.e. 'How do I assess myself?' 'Where am I?' etc.)

7.1.2 However, it cannot be assumed that initial perceptions by staff will necessarily reach anywhere near the parameters of possibility. Good staff development may (should) lead to greater awareness of self, and of potential, so the perceptions of the possibilities of the programme(s) could be enhanced later.

7.1.3 Thus the idea that a model, or programme, can be static or indeed have a beginning - middle and end - either viewed by the staff or the developer is a nonsense. It must be the archetypical roll on/roll off programme.

7.2 The Aims and Procedures

7.2.1 Successful staff awareness (prior to perception) will also partly depend on such conditions as comfort or ease. Thus the awareness could well be masked if severe incompetence is highlighted or reacted to - a bolt hole must be provided and a modicum of dignity retained at all times (i.e. staff appraisal systems need to be designed and implemented with great care, with the aim of emphasizing that which is positive as well as that which is weak).

7.2.2 Thus the first priority in encouraging staff perception and awareness must be the provision of Survival Skills. A goal or profile of what is an adequate teacher identified and understood and the opportunity for private and individual assessment of self against the profile. (The process of identifying this profile of survival skills must be joint process between individual and boss).

7.2.3 If the institution, as a result of curricular or organisational innovation, is making survival more difficult this should be identified as a separate problem to be dealt with later. (i.e. if the institution is reacting rapidly to BEC/TEC/MSD/ changed teaching methods/ different client groups etc.)

7.2.4 Similarly an excuse for incompetence is often found in poor resourcing or inadequate facilities and again this item should be highlighted, separated and dealt with at a later date. It must not be a confusing issue making the identification of the basic profile blurred.

7.2.5 Thus the teacher is left to, or helped to, assess his own performance in interacting with his students.

7.2.6 Awareness of potential interaction problems can be identified by illustration with case study analysis of differing presentation styles, but the nakedness indicated above will not be able to be maintained for long, as the comparison with others and the case study material will rapidly provide (probably ill-fitting) 'clothes' which will at least 'keep out some of the cold'.

Individually the point of awareness or nakedness should be explained at the correct moment but it must be achieved with dignity because it is the point of both

- (1) maximum potential humiliation
- (2) maximum potential realisation.

2.7 Questions like the following may emerge

'How can I know if I am good or bad?'

'Can I assess my strengths and weaknesses without

- (a) going public
- (b) letting 'them' know (by them means a reference to management)

7.3 Awareness through Self-Appraisal

7.3.1 A successful self-awareness provision (as a prelude to a survival skills programme) which identifies need but keeps it private and caters for it will be the biggest single contributory factor to a good staff development programme; confidence will be built up and a more amenable approach to new challenges and problems developed.

'I have done it once - I can do it again!'

7.3.2 This can be seen as a preliminary stage. Ideally it would mean that all staff would set out on the road to Staff Development from the same point. In reality this will never be achieved but, if we can get staff facing in the same direction and moving towards the starting point (or at the very least know where it is), we can move to the next stage.

7.4 Staff Development as a Staged Plan

Stage I

7.4.1 The primary initial aim should be a programme designed to ensure that the staff participating in the scheme are

- (1) confident without being 'cocky'
- (2) secure without being 'smug'
- (3) relaxed without being 'sloppy'.

7.4.2 This position should enable them to consider new initiatives in a non suspicious way and while it is too early yet to expect galloping commitment a degree of restrained faith might be anticipated.

7.4.3 It is at this stage that meaningful discussion might take place on problems arising from poor administration or lack of resources or any other curriculum or organisation issues resulting in staff irritation and frustration. (The problems caused by managers 'vision' must wait a bit longer').

7.4.4 The important component at this stage is the co-ordination of staff development needs, as perceived by the staff themselves, along the lines of the self-directed model.

Stage 2

7.4.5 The teachers able to cope with day to day problems is the outcome most staff development schemes hope is a representative description of all of the staff in the College. In addition contemporary demands, such as tertiary developments require that staff appreciate

- (i) their teaching programmes and presentation fit into the total presentation (for example G.C.E. 'A' levels, TEC and BEC)
- (ii) these programmes are part of the total college programme (for example different routes of TEC).

7.4.6 It might at this stage also be possible to open up the concept of the total curriculum of the College and add the aim of breadth to one of depth. It would be too early to develop this as an indepth analysis

too early in a development programme.

7.4.7 Illustrations of applied transferable skills could be introduced as well as the extension of existing skills being transferred to other cohorts of students some of which (e.g. MSC) are not even with us yet.

Stage 3

7.4.8 Successful progress along the planned path clears the way to more advanced concepts of Resource Allocation - Comparative Costs

- Alternative Costs

- Separate Funding

- Sources of Income, etc.

and concepts of Curricular Control

- Organisation of examinations

- Market Research/Consumer analysis

- Assessment and Monitoring

- Student Centred Learning

- Assignment Design and preparation

- Negotiation Skills

- Team Working etc.

7.4.9 By this stage the Staff Development Programme is well launched. Designed training packages on the above topics, with supporting literature and Audio Visual Aids, could be developed and presented on an 'In house' basis.

7.4.10 Such a view would see that a stage had been set where the major contemporary issues could be explored and the scene set in which a College Development Cyclical model begins to take shape. (Of course not all training and development is appropriate to 'in-house' provisions; but a great deal more is then currently attempted).

Stage 4

7.4.11 Participation in development might now be possible. This would be where the values of the integrated approach hinted at above would be brought together and highlighted, then together with the individuals the new possibilities and opportunities presented by joint exploration of initiatives could take place. This is also where the problems caused by managerial curriculum leadership could be profitably discussed.

7.4.12 It is also at this stage where consideration could be given to the setting up of a permanent Staff Development Service (i.e. fully resourced independent unit) which would cater for the needs of all staff at all stages of development.

7.5 The Perceptions of College Management

7.5.1 It is not possible to identify an optimum position which all staff will reach after suitable development. However, it is possible to identify vague aims of development which, if successfully achieved, would help management fulfill its tasks. For example the integrated approach for

- (a) teaching rationale
- (b) curriculum development.

7.5.2 In addition management often views a Staff Development Programme, as either

- (1) a means of personal and individual enhancement for the staff member
- (2) a means of conditioning and social control of staff or both.

7.5.3 In some cases management are so far ahead in 'what they would like to happen' viewed from the standpoint of the staff member, that many of them may have lost touch with reality. (This is a very great danger and worry in these times of rapid innovation and change). This is reinforced

when complicated or seemingly esoteric concepts either

(1) increase doubt, fear or uncertainty in the individual

or

(2) by doing so in others make day to day life impossible in any coherent and planned way.

7.5.4 It is important therefore that the management perceptions be 'kept under wraps' and presented only in a highly structured and controlled way. (A bit like a check list against which actual activities and progress can be compared and measured).

7.5.5 As Staff Development progresses and the perception gap narrows so (hopefully) the rigidity of the above can be reduced and the experience shared. (There is a view, of course, that the perception gap can never narrow).

The management perception is naturally College oriented initially, whereas that of the Staff member is self-oriented and the movement initially could be in opposite directions. It is therefore important at all stages and possibly even at the preliminary stage that some modest joint experience be shared. This is easy to identify at Stage 4 of the process proposed but not so easy earlier.

7.6 Monitoring and Assessment

7.6.1 Monitoring and Assessment viewed from a fixed point is meaningless in a Staff Development Programme. The yardstick cannot be standardised and the assessment personal and relative or at least presented as such. Any approach emphasises the rat race syndrome or the competitive and selective approach with the inevitable reticence brought about by fear of failure.

7.6.2 An interesting point is reached when the management's assessment of the individual progress and potential is matched by the individuals view

of management being able to identify and satisfy need. At this stage (conveniently perhaps) the Staff Development Services Unit would come into its own.

7.6.3 A process assessing need would provide a permanent access point for those seeking aid but perhaps more importantly it could provide a positive forward looking link with various initiatives in Curriculum Development so that problems could be anticipated.

PART TWO

THE DECISION MAKERS

PERCEPTIONS OF STAFF DEVELOPMENT

CHAPTER 5

THE PRELIMINARY SURVEY

THE POSITION AT THE END OF THE SEVENTIES

1. The Aim

This initial survey was conducted for a number of reasons. The first was to obtain an up to date profile of staffing and staff development activities in colleges of Further Education. The second was to establish a view regarding the type of Staff Development activities staff were engaging in with the support of their institutions. Thirdly to form a view of the structure and procedures adopted by colleges to determine staff development needs and to review methods of resourcing training activities. Fourthly to act as a pilot survey in preparation for a much larger survey of colleges in 1980-81.

2. The Method

Twenty colleges were selected for the pilot survey on the basis of an opportunist sample. The questionnaire (see Appendix 1) was designed to be (i) as unambiguous as possible (ii) relatively easy to answer (although a number of questions required considerable internal research within the college to collate the necessary information) and (iii) that the results could be relatively easily analysed. The questionnaire was designed to be completed by college senior staff (i.e. Principals or Vice-Principals) since the aim of the survey was to seek a management perspective of the staff development activity within the institutions.

The twenty colleges were not selected totally at random. Some six of them were included because the Principal or Vice-Principal was personally known to the author and had volunteered to provide considerable information regarding their colleges and also agreed to be interviewed in detail about issues resulting from completion of the questionnaire.

Of the twenty colleges circulated some twelve replied giving a success rate of 60%.

3. Analysis of Results

The colleges were asked to indicate the number and names of the constituent departments of which each consisted. In addition they were asked to indicate the number of male and female members of staff in each department. The title of departments were fairly consistent, the most common being Business and Management Studies, Catering (this took a number of different titles ranging from Food, Fashion and Health to Hotel and Catering Management), Electrical Engineering, Mechanical Engineering, Mining Technology, Art and Design, Construction and Civil Engineering, General Studies, Pure and Applied Sciences, Automobile Studies and one college had a department called simply G.C.E. Studies.

The smallest college in the sample was situated in Cheshire and had a total of 87 full time staff in three departments. The 87 staff consisted of 57 males and 30 females. In addition there was a Principal and Vice Principal. The largest college was situated in Lancashire and had a total of 267 staff with 233 male staff and 34 female staff. One college in North Staffordshire employed only one female out of a total of 137 full time staff (this fact needs to be viewed against the colleges curriculum profile which is clearly appreciated by its range of five departments namely Electrical Engineering, Mechanical and Automobile Engineering, Mining Engineering, Production and Fabrication Studies and Science and General Studies). The ratio of male to female staff in the total survey was most interesting indicating that Further Education is male dominated (and not just at the senior levels) i.e. Male staff 82.9%, (1750) Female staff 17.1% (362) (1)

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1. This survey shows a smaller percentage of female staff employed in the service than that indicated by the N.F.E.R. survey - Making the Grade (1979) page 23.

3.1 Staff Attending Courses

The colleges were asked to indicate how many staff were attending (or had attended) in-service training courses during the academic years 1976/77 and 1977/78 and to indicate the department in which they were employed. Table 1 gives a summary of the results (note the titles at the headings of the columns are the authors summaries of the different titles used in the various colleges. It is quite possible, therefore, that some of the training shown under the column General Engineering could include staff employed in Mechanical Engineering, Production Engineering or Electrical Engineering).

The relatively high incidence of training in the Business Studies area must be attributable to the advent of the Business Education Council (BEC) courses. At this time (1976/77) B.E.C., the Colleges of Education (Technical) and the Regional Advisory Councils were running numerous short courses designed to (i) explain the components of the B.E.C. model for Business Education and (ii) to begin to introduce staff to the implications of the curriculum implications (content and methodology). Since many General Studies teachers were also involved in B.E.C. developments (particularly in the area of People and Communications) this might explain the relatively high incidence of training in those departments in comparison with others. Similarly courses relating to the needs of the Technician Education Council (TEC) would have had a significant influence on the amount of training taking place in those departments.

A more detailed breakdown of the types of courses which staff were taking is given in table 2. This table shows clearly that the majority of in-service training activity within colleges was of a short course nature designed to meet the changing curriculum needs. It was also interesting

to note the 57.9% increase in teachers being released for professional teacher training leading to a Cert.Ed. qualification. While it was too close to the publication date of the D.E.S. circular 11/77 to

YEAR	MECHANICAL ENGINEERING		MINING		PRODUCTION ENGINEERING		ELECTRICAL ENGINEERING		BUSINESS STUDIES		GENERAL STUDIES		GENERAL ENGINEERING		ARTS AND SCIENCES		CATERING		OTHERS	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1976/77	6	-	36	-	2	-	2	-	70	32	30	8	32	-	56	14	2	-	14	4
1977/78	20	-	30	-	10	-	14	-	138	70	40	14	144	-	80	24	4	2	34	-
	26	-	66	-	12	-	16	-	208	102	70	22	176	-	136	38	6	2	48	4

numbers = actual number of staff

M = MALE

F = FEMALE

TABLE I - STAFF RELEASED/SUPPORTED TO TAKE EXTERNAL COURSES

claim that this was the reason for the apparent initiative, the first A.C.S.T.T. report (Haycocks I) was published in 1975, (Some two years in advance) and it is quite possible therefore that the colleges and their respective Local Education Authorities were showing a relatively speedy response to the spirit of the findings of the Haycocks committee.

COURSE	1976/77		1977/78	
	NUMBER	% OF TOTAL STAFF	NUMBER	% OF TOTAL STAFF
Cert.Ed.	38	1.8%	60	2.8%
First Degree directly Related to Job Role	16	0.8%	22	1.0%
Other First Degree	4	0.2%	4	0.2%
Technical Certificate or Diploma	14	0.7%	44	2.1%
Higher Degree directly Related to Job Role	16	0.8%	36	1.7%
Other Higher Degree	-	-	2	0.1%
Short Course	220	10.5%	456	21.6%
TOTALS	308	14.6%	624	29.5%

TABLE 2 - Nature of Courses taken by staff (indicated in TABLE I) in 1976/77 and 1977/78.

3.2 Methods of Determining Staff Training Needs

Colleges were asked to indicate the process by which they determined which staff needed to undertake a course of further training, short or long term. Only one college out of the full sample of twelve said that it had a formal system of performance appraisal. All the colleges said that the

individual staff themselves were very influential in determining their own training needs. Ten colleges stated that the curriculum itself tended to dictate a significant level of training need. Curriculum change and innovation was felt to be perhaps the major factor influencing staff performance. Changes to curriculum content, methods of teaching (such as the change from teacher centred to student centred learning) and more sophisticated approaches to student assessment were considered by over 80% of the respondents to be critical factors influencing the focus of staff development activities. This need was becoming increasingly acute since, due to economic constraints, it was no longer an easy matter to buy in new staff with the required qualifications or experience.

A number of Vice-Principals were interviewed and all stated that the staff development need was perhaps greater today than at any period since the 1944 Education Act and yet the resources available for staff training were being cut-back along with other resource areas. They all, without exception, argued that whilst they accepted that financial cuts had to be made, the one area which needed an injection of money was staff development.

In over 80% of the colleges the Head of Department was regarded as the most influential member of the senior management team who determined which staff should be supported by the college to undertake training (i.e. in terms of financial support, release from teaching duties, recommendations for secondment etc.) Only in one case did the college consider that the Local Education Authority was the most influential body to determine which staff were supported to undertake training. Only two colleges made mention of the importance of the role of the staff development officer and staff development needs.

In all cases the Vice Principals admitted, during interview, that individual staff requests were perhaps the most important initiative. In other words the staff were themselves the most important single source of initiative in determining their own training needs. The second most

important influence was considered to be the curriculum itself (e.g. the needs of T.E.C. and B.E.C.) The majority of respondents consider that most of the current in-service training should be designed to prepare staff to meet the changed curriculum needs. Short courses were seen as the best mechanism to provide for these needs and much of the training could be well catered for on a self help basis (i.e. the college should design and run its own training workshops). One Vice Principal was adamant that contemporary training should be curriculum led. This same Vice Principal felt that the colleges of Education (Technical) were responding very slowly to the changed needs and in large part 'they neither had the experience or qualifications to be able to provide the required training programmes'.

3.3 Approach to the Management of Staff Development

The colleges were asked to answer one of two questions i.e. whether their approach to the management of staff development could be described as : (i) each year is taken as it comes and support given to the limit of the budget and (ii) there is a long/short term staff development programme. Eight of the colleges said that their approach to staff development was represented by the first statement, the remainder stating that they had a semblance of a staff development programme.

Ten of the colleges nevertheless said that they had an agreed system by which they determined the priorities in relation to the allocation of resources to support individual training requests. They all stated that this priority system was reviewed annually and might therefore change from year to year. All ten colleges stated that the two most influential factors in determining the policy regarding priorities were the views of the Heads of Department and the curriculum needs of the new curriculum initiative affecting colleges. One college stated that it had a corporate planning policy in which a component part was a manpower training and development plan. This college had a full time Staff Development Officer appointed

at Principal Lecturer level who co-ordinated the manpower planning function. Another college stated that it regarded staff development and college development as being a function of each other. They had an organisational development planning process and saw the policy for staff development being an integral component of the process.

One Vice Principal stated:

'Staff Development and In-Service Training is based upon predictions identified by the Faculty Boards and submitted to the Policy Committee of the Academic Board. On this basis the staff development committee recommends a policy (or guidelines) to the Principal. This has nothing to do with curriculum or staffing policy. For short courses, each faculty has an allowance, the use of which is reviewed by the Staff Development Committee throughout the year'.

A second Vice-Principal stated:

'Departmental manpower needs are assessed and reviewed regularly against the mid-point of the Burnham Regulations (2) relating to Further Education. Based on this we perform an annual review of the whole staff and link new appointments with staff development. The cumulative outcome of this process is reviewed by the Academic Board who make recommendations regarding priorities. This recommendation is submitted to a sub committee of the Academic Board who legislate regarding budget allocation and priorities'.

3.4 Assessment of Individual Priorities

The colleges were asked what factors influenced their assessment of priorities when individual members of staff made personal requests for support from the institution. The responses obtained are shown in Table 3.

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2. The teaching staff establishment of Further Education colleges is based upon the amount of work undertaken in terms of student numbers and teaching hours. This is converted into numbers of teachers via a complex formula in which there are a variety of discretionary issues one of which relates to the proportion higher graded post which will be allowed for each level of work.

FACTOR	NUMBER OF COLLEGE		PRIORITY RATINGS
	NUMBER	%	
Relatedness to the Teachers Job Role	10	83.3	1
Length of the Course	2	16.7	3
Cost of the Course	3	25	4
Development of the Person	8	66.7	2
Grade of Teaching Appointment	1	8.3	5
Age of Individual Teacher	4	33.3	6
Newly Appointed Staff	1	8.3	Given high priority by one college
Planned Change in Teachers Role	2	16.7	Given priority of 2 by two colleges
Substitution Availability	1	8.3	Stated as an important factor by one college

(% adds up to more than 100% since respondents could give more than one response).

TABLE 3 - FACTORS INFLUENCING DECISIONS REGARDING PRIORITIES

Table 3 indicates that colleges consider that the two most important aims for staff development are training which is related to updating an individual's competence in an existing job role and secondly that general development of the individual also ranks highly. This means that college management does tend to recognise its three fold responsibility i.e. to the organisation, to the profession and to the individual teacher.

3.5 Budgetting for Staff Development

Ten colleges responded that they allocated a specific part of their annual budget to support the staff development function. In two cases the colleges stated that they allocated a standard percentage of their budget each year to pay for staff support on training courses etc. In another case one college said that it assessed its allocation based on the previous years actual spending plus an estimate of the costs resulting from their plans for the forthcoming years activities. In another instance a college reported that the Local Education Authority added a specific annual sum to the college budget to fund staff development activities. Two colleges reported that the amount budgetted was not based upon need at all but simply reflected an amount the management thought it could afford out of its revenue budget heads.

During interviews all the Vice Principals reported that it was becoming increasingly difficult to allocate sufficient money into the appropriate budget headings to support the rapidly increasing staff development needs. In all cases the response was that there appears to be a genuine lack of understanding regarding the contemporary importance of the staff development activity within Local Education Authority circles. One Vice Principal said quite strongly that 'we must develop the existing staff to cope with changed needs and job roles or else the college is in danger of collapsing'. The consensus of opinion was that money must be found, from whatever source, to fund a 'gigantic' increase in staff development activity within the next five years. In two cases the colleges stated

that their in-service training and staff development activities were totally funded by the Local Education Authority. In both cases they remarked that the Local Education Authority's budget allocation was totally inadequate.

3.6 Recruitment of New Staff

The twelve colleges who responded to the questionnaire gave information regarding the qualifications of the new staff appointments they had made during the academic year 1977/78.

A Summary of all the responses shown in Table 4:

	CERT. ED. OR EQUIVALENT	GRADUATE	PROFESSIONAL	TEACHING EXPERIENCE	INDUSTRIAL EXPERIENCE	PROFESSIONAL EXPERIENCE
LECTURER GRADE I	64	41	66.7	51.3	64.1	10.3
LECTURER GRADE II	75	50	50	100	100	25
SENIOR LECTURER	80	80	80	100	60	20
PRINCIPAL LECTURER	100	100	100	-	50	-
HEAD OF DEPARTMENT	-	66.6	33.3	100	100	33.3

Figures as percentages

TABLE 4

In all cases the percentage of new appointments with previous industrial experience was, as expected, high. Perhaps the most pleasing and surprising factor to emerge was the percentage of newly appointed staff with a professional teacher training qualification (i.e. 64% of LI's : 75% of LII's : 80% of S.L's and 100% P.L's)

3.7 Profile of staff in the sample (In Terms of Qualifications)

The colleges were asked to provide information regarding qualifications relating to the total teaching force. Table 5 shows a summary of the responses.

LEVEL OF APPOINTMENT	% WITH CERT.ED. OR EQUIVALENT	% GRADUATE OR EQUIVALENT
LECTURER GRADE I	49.6	28.0
LECTURER GRADE II	49.7	40.9
SENIOR LECTURER	37.5	54.7
PRINCIPAL LECTURER	38.1	66.7
HEADS OF DEPARTMENT	43.8	93.8
ALL GRADES	46.3	40.7

TABLE 5 - STAFF QUALIFICATIONS

This profile shows that, overall, just under half of the total academic staff had been professionally trained for their jobs as teachers, and the 40% of the teaching force had graduate or equivalent qualifications. The table indicates quite clearly that the possession of graduate level qualifications is a highly important factor in career progression but that the possession of teacher training qualifications is nothing like as influential. This finding is similar to that of the N.F.E.R. report (2). The fact that 46.3% have Cert.Ed. or equivalent qualifications in the colleges in the sample is somewhat surprising since this is quite significantly above the national average of approximately 40%.

When the staffing profile is split into different departmental areas a very illuminating picture arises. (For the purpose of the exercise like areas have been combined e.g. all engineering areas have been placed under one category).

	% OF STAFF TEACHER TRAINED	% OF STAFF WITH GRADUATE QUALIFICATIONS
ACADEMIC AND BUSINESS STUDIES	56.6%	59.8%
ENGINEERING	32.5%	22.7%
MATHEMATICS AND SCIENCE	46.1%	63.8%
CATERING AND COMMUNITY SERVICES STUDIES	37.8%	44.9%

TABLE 6 - PROFILE OF STAFF BY DISCIPLINE AREAS

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2. Judy Bradley and Jane Silverleaf - 'Making the Grade' - N.F.E.R. Publishing Company (1979) pages 25-28

Table 6 tends to indicate that the areas with relatively high levels of craft vocational study correlate with the lowest numbers of staff with either teacher training qualifications or graduate qualifications.

The figures obviously vary from college to college. In one college in the Greater Manchester area 92.3% of the staff in Business Studies were teacher trained and 65% had graduate level qualifications. On the other hand a North Staffordshire College had only 12.4% of its Engineering staff teacher trained and 20.9% were graduates (this was out of a total staffing complement of 129 teachers).

In many ways these profiles are not surprising. In the vocational craft areas colleges need to recruit people with high level craft qualifications plus appropriate job experience. In many of these areas there are no graduate qualifications available. Perhaps the most surprising fact is that, comparatively, so few of them have received in-service professional teacher training leading to a Cert.Ed. qualification. A number of Vice Principals remarked that some staff were unable to satisfy the entry qualification of the colleges of Education (Technical), and others were in fact afraid to take the courses because their training and background had not equipped them for courses which required academic skills like essay writing, debate and large scale reading. It seems a great pity that so called 'academic respectability' should limit a very genuine need. These craft teachers provide every bit as important a service to the community as the more academic disciplines and their training needs are as important.

3.8 Curriculum Change and In-Service Training

The colleges were asked to rank the extent to which recent curriculum change had necessitated in-service training activities during the two year period 1976/77 and 1977/78. Ten colleges stated that a very great extent of in-service training had been necessary, one rated the amount as being moderate and one quite minor. All colleges ranked the demands of T.E.C.

and B.E.C. as the main agents necessitating staff training. Some identified the Certificate in Social Service, the City and Guilds Foundation Studies initiatives and developments for the unemployed as major factors. Three colleges highlighted training needs to prepare staff for courses for the unemployed and the handicapped as being major issues. One college Vice Principal sounded a 'warning bell' in the field of micro-electronic technology stressing in particular the likely effects of microprocessors (how right subsequent events have proved him to have been!).

In all cases the respondents considered that the training needs could best be met in one of two ways, either attendance at short courses or workshops arranged regionally by the colleges of Education (Technical), the Regional Advisory Councils, or the particular examination bodies concerned, or training workshops organised on an in-house basis with, perhaps invited speakers, but using to a large extent the college's own resources.

3.9 Forecast of future in-service training needs

The colleges were asked to assess the anticipated in-service training/ staff development activity in the immediate future (i.e. coming two years) and to comment on priorities. Eight colleges forecast an increase level of activity in comparison with the previous two years. The North Staffordshire College, with only 12.4% of its Engineering Staff teacher training, rated professional teacher training as its top priority. Two colleges forecast an increase socially important role for F.E. (i.e. in the fields of the handicapped, the young unemployed, adult retraining and 16+ re-organisation) which would necessitate large scale retraining of staff. B.E.C. and T.E.C. continued to be considered important training needs, particularly in the areas of teaching methodology and student assessment. One college felt that continual review and development of the Further Education curriculum would be a facet of the future and staff would require a greater facility to cope with repeated change. None of

the colleges in the survey saw any reduction in the importance of the in-service training activity.

One college Vice Principal stated that change was once regarded as a temporary activity punctuating fairly lengthy periods of stability. The change that did occur was almost always limited to confined areas of the curriculum. These occasional 'upsets' were regarded as temporary 'nuisances' to be overcome before settling down once again to the established pattern of things. The future will bring a major change to this pattern. Constant re-appraisal and change is likely to be the dominant characteristic of the service and no longer the exception. This will require a wholesale change to staff attitudes if the service is to provide the function required by the community.

A Vice Principal of a Shropshire College split the forecasts for the future into a number of divisions as follows:

- (i) Technology : the initial demands created by T.E.C. are now over. What is now needed is a period of consolidation and concentration on teaching skills.
- (ii) Business and Management Studies : the curriculum demands of B.E.C. continue to grow. Staff ability to cope with all the curriculum issues involved is still a very great problem. Staff need training in designing student centred learning assignments, help in working as a team and assessment skills particularly in the affective domain.
- (iii) Catering Studies : T.E.C. is still very much in its infancy here, but is likely to generate the same type of demands as those in the Engineering fields.
- (iv) Arts and Sciences : 16+ re-organisation and tertiary developments are likely to have considerable staff development implications.

(v) Vocational Preparation : Youth employment will bring new problems for the colleges in the shape of new courses, different student problems, changed student motivations, greater resistance to traditional patterns of education. Staff need considerable help to cope with these changes.

(vi) Updating of Knowledge of Current Vocational Practices : with changes in industrial and commercial practices there is an increasing need for secondment of staff to industry etc. The major stumbling block here is the resistance of the Local Education Authority to such practices.

A Cheshire College Vice Principal commented that 'change has always occurred relatively easily in Further Education, recent developments and those foreseen for the immediate future, will leave us 'bare'. The growth of new types of students (e.g. handicapped, unemployed, retraining) will need to be met by increased training. Additionally, we have not, I believe, yet reached the peak need resulting from T.E.C./B.E.C. developments'.

3.10 Staff Development Agencies

The colleges were asked to indicate what internal structures they had developed to assist in the process of staff development. The results are shown in table 7.

The colleges were asked to indicate how effective each of the structures was considered to be as an aid to developing an effective policy and strategy to cope with the staff development needs.

Subject advisory boards and committees were rated fairly highly by most colleges, as were staff conferences and teaching aids committees. Sub-committees of the Academic Board were only moderately rated. The highest rated bodies were inter-departmental curriculum committees which were regarded as the most effective mechanism for determining staff development needs.

TYPE OF STRUCTURE	NUMBER OF COLLEGES GIVING A POSITIVE REPLY	
	NUMBER	%
Subject Advisory Committee or Boards	12	100%
In-Service Training Sub-Committee of the Academic Board	10	83.3%
College Based Research into in-service training	3	25%
Staff Conferences	12	100%
Teaching Aids Committees	8	66 %
Formal Teaching Staff Appraisal Schemes	NIL	NIL
Inter-departmental Curriculum Committees	9	75%
Staff Development Officer	6	50%
Education Resources Unit	1	8.3%

TABLE 7 - TYPES OF STAFF DEVELOPMENT AGENCIES USED WITHIN
INDIVIDUAL FURTHER EDUCATION INSTITUTIONS

3.11 Staff Induction Training

Eleven out of the twelve colleges stated that they operated a formalised system of induction training for new appointed staff. In no case did the training extend to more than five days and the shortest was 2 days. This means that the training took the form of a basic introduction to the college than induction in the Haycocks terms.

In eight of the colleges the induction programme was the same for all new starters. In the remaining three the nature of the programme depended upon the grade of the post, the length of the individuals service in Further Education and an assessment of the needs each individual new starter was considered to have. The content of the induction programme was determined by a sub committee of the Academic Board in 5 of the colleges and by a staff development committee in the rest.

Six of the colleges admitted that the induction programme was not always implemented. For new staff commencing their duties at the commencement of the academic year it was most likely that the induction programme would take place. For staff starting at other times the teaching need tended to dictate the situation and staff tended to be 'plunged right into the thick of things'. This was because there is an enrolment and administration period at the beginning of the first term but not in any of the others.

3.12 Other Staff Development Initiatives

Eleven colleges stated that they encouraged their staff to engage in consultancy activity wherever this was possible, provided such activity did not interfere with their primary teaching duties. This was felt to be a key method by which staff could keep links with industry and commerce and at the same time keep abreast of current professional and technological practices. It was also considered to be an important public relations and publicity exercise. The caveates in most colleges were that the consultancy

should not be in direct competition with the services ordinarily provided by the colleges, that the work should be done in the teachers own time and that colleges resources should be paid for.

Only six colleges encouraged staff to undertake research. Research activity and skill was not seen by a significant proportion of the colleges as being particularly relevant to the activities of Further Education institutions in the non advanced sector.

Only one college said that it practiced a deliberate policy of staff rotation. The Vice Principal of this Lancashire College stated that the primary reason was for leadership of specific curriculum development projects. Only one college stated it engaged in the practice of seconding staff to industry or commerce. The others gave various reasons for not doing so. A common reason was that the practice was not financially practicable. One Vice Principal stated 'Staff either enter industry during holidays or take unpaid leave of absence and negotiate salary from the co-operating company. Such practices are most unsatisfactory'. Another Vice Principal remarked that they had given 'insufficient thought about the possibility'. A third Vice Principal said quite simply but forcefully 'there are too many practical difficulties'.

3.13 Job Descriptions

Eight colleges stated that they issued job descriptions for all academic staff. Two said that they issued them on an ad-hoc basis and two said that as, a general rule, they did not issue job descriptions.

4. Summary

This survey was conducted at almost exactly the same time as the N.F.E.R. were conducting a much larger and more broadly based study into careers in Further Education teaching. The N.F.E.R. research was conducted by Judy Bradley and Jane Silverleaf and , although their study differed from this in two respects (i.e. in its fundamental aims and its breadth of coverage), several points of direct comparison can be made. The

findings which are directly and positively in accord with each other are:

1. That the profession is very much male dominated although this survey suggested that the male dominance was greater than that indicated by N.F.E.R. statistics.

2. That the percentage of staff with graduate level qualifications increases as the career grades increase. Again there was a slight difference between the findings of the two studies. This study suggested that fewer Lecturer Grade L's had graduate level qualifications than the N.F.E.R. survey indicated and that a much higher percentage of Heads of Department were in fact graduates. The statistics for the other grades were very similar indeed between the two studies.

3. Both surveys found that very few teachers enter Further Education without having had experience of other work in either industry, commerce or the public service.

4. Both surveys found that a higher percentage of new appointed staff held professional teacher training qualifications than is representative of the profession as a whole.

5. The proportion of trained teachers in the N.F.E.R. sample was 43% which was stated in their report to be above the national average. The proportion of trained teachers in this sample is even higher at 46.3%. There was also a similarity in the findings of the two studies in that the highest proportions of the staff with teacher training qualifications tended to be found in the lower and higher grades with the lowest percentages being in the Senior Lecturer and Principal Lecturer grades, although it must be acknowledged that the differences were slightly more marked in the N.F.E.R. study than this one.

6. The N.F.E.R. study had found that in the academic year 1975/76 16.5% of the teaching force had attended some kind of in-service training course during that year. This study found that in 1976/77 the percentage had in fact dropped to 14.6% but that in 1977/78 a dramatic increase had occurred to a level of 29.5% By far the most popular form of in-service

training was the short course curriculum based mode (10.5% in 1976/77 and 21.6% in 1977/78).

7. Both studies found that the possession of professional teacher training qualifications do not appear to be anything like as influential as graduate level qualifications and administrative experience in terms of factors affecting career progression.

8. Another similarity between the findings of the two studies was that so called induction courses were in fact very short term introductory exercises designed only to introduce the newly appointed staff to the geography and administrative procedures of the institution they had joined. The N.F.E.R. study did find some examples of induction programmes embracing such issues as 'lesson preparation; learning theory; teaching method; specialist subject method; assessment; examination procedures and the use of audio visual equipment'. None of the colleges responding to this survey indicated that their induction programmes embraced any of these issues.

In addition to the areas where the two surveys did in fact examine similar issues this survey resulted in a number of other interesting findings. Perhaps one of the most interesting is the positive evidence which suggests an increased activity in the in-service professional teacher training area. This may be as a result of the A.C.S.T.T. recommendations or it may simply be an increasing awareness that such training contributes to the problems teachers are having to face as a result of curriculum change and innovation. The fact that so many colleges felt that the priority need for staff development is to meet existing curriculum needs is felt to be important. So many respondents felt that curriculum led in-service training would dominate the foreseeable future.

80% of the colleges felt that two people were most influential in determining what staff development activity actually took place, the individual staff who identified, in large part, his/her own training need

and the Head of Department who determined priorities and the allocation of resources.

A very important factor to emerge from the survey is that 83% of colleges now regarded the curriculum itself as being the major influence in creating and prescribing in-service training needs. (As this research survey progressed through to 1982, this view became even more dominant). In addition over 80% of the colleges felt that the need had to be met by retraining existing staff and not by recruiting new staff with the required qualifications and experience.

A very worrying implication from the responses given is the difficulty being expressed by many craft teachers in being able to secure a place on a professional teacher training course at a College of Education (Technical) or Polytechnic, largely because of the level of their qualifications. If these individuals are performing a teaching need demanded by society (and one must assume that they are) then they should have access to a suitably structured, and recognised qualification. It seems both a nonsense and an injustice that their lack of academic training should bar them from professional teacher training to fit them for craft subject teaching.

CHAPTER 6

MAJOR SURVEY : PART ONE : A MANAGEMENT PERSPECTIVE

(A National Dimension)

1. Aim

A survey of a significant number of collèges was undertaken in order to obtain information regarding the decision making activity relating to staff development, as perceived by the senior staff within individual institutions. The survey questionnaires were addressed to College Principals.

2. The Sample : A random sample of 150 colleges was selected from amongst all the colleges of Further Education in England and Wales, classified as non-advanced institutions (i.e. those with less than 30% of their total curriculum classified as advanced by the Burnham Committee Course grading system). The sample was taken from the list of colleges contained in the Local Authorities Education Year Book for 1979.

A total of 126 questionnaires were returned giving a positive response rate of 84%. This second survey was completed by Easter 1981.

3. The Questionnaire Design

3.1 In designing the questionnaire the overriding consideration was considered to be simplicity of completion by the respondents.

3.2 To achieve this the majority of questions were designed to be of the closed style with predetermined response choices.

3.3 Nevertheless a significant number of questions necessitated an open facility which would allow respondents to give a more detailed response, a different response, a more individual response or an explanation.

3.4 The questions were designed to serve several different functions as follows:

3.4.1 Some were designed to provide factual information.

3.4.2 Some were designed to act as a 'control' function in order to test the validity of answers (i.e. consistency).

3.4.3 Some questions were designed as rating scales and others as opinionnaires.

3.5 In designing the questionnaire some general rules were considered to be essential as follows:

3.5.1 Every question must provide both relevant and useful information.

3.5.2 The questions should be written as clearly and concisely as possible.

3.5.3 The use of qualitative terms should be restricted to an absolute minimum.

3.5.4 When offering a choice situation to respondents a deliberate attempt was made to make the choice as simple and easy to make as possible.

3.5.5 That the questionnaire should be kept as short as was practicable whilst at the same time ensuring that the information needed was collected.

3.5.6 A conscious attempt should be made to avoid bias wherever possible.

4. Pilot/Trial Run : The first draft of the questionnaire was tested by a trial run by sending it to people personally known to the author. In large part the trial run proved successful, although a few minor amendments were made before being posted to the full sample.

5. Quality of Response

5.1 The quality of response was, in many ways, quite exceptional. 126 replies out of 150 requests equals a success rate of 84%. The replies were nearly all completed by senior college staff i.e. 59 Principals (46.8%) 59 Vice Principals (46.8%), 1 Staff Development Officer (0.08%), 4 Heads of Department (3.2%), 1 Management Services Officer (0.08%) and 1 Chairman of a Research and Consultancy Committee (0.08%).

5.2 The quality of the response may have been influenced by the fact that the author wrote to College Principals in his capacity as a Vice-Principal of a Further Education College. There is generally a good spirit of co-operation and support amongst senior staff in Further Education and this may have had a significant effect on the quality of the response.

5.3 The questionnaire was aimed to sample senior management opinions regarding staff development. The fact that 93.6% of the responses were given by Principals or Vice-Principals in post most significantly enhance the quality of the information obtained.

6. Interviews

6.1 In addition to the questionnaire a small sample of respondents were interviewed in depth regarding each point raised. In this way it was possible to gain some extra insights into the responses/opinions given to the postal survey.

6.2 The interviews represented a limited geographical spread but nevertheless represented three different Regional Advisory Council areas i.e. the spread was as follows - 2 Vice-Principals from Lancashire Colleges, 1 Principal from a West Yorkshire College, 1 Acting Principal from a West Yorkshire College, 2 Vice-Principals from West Yorkshire Colleges and 1 Staff Development Officer from a Regional Advisory Council.

6.3 The interviewees were selected on an opportunist basis i.e. they were senior college staff known to the author who had agreed to participate fully in the research programme.

7. The Findings of the Survey

7.1 Size of Colleges in the sample. Table I indicated the spread of college size (by numbers of academic staff employed, both full time and part time).

NUMBER OF STAFF EMPLOYED	FULL TIME		PART TIME	
	No.*	%	No.	%
20 and less than 50	3	2	6	5
50 and less than 100	19	15	26	20.6
100 and over	104	83	94	74.4
TOTAL	126	100	126	100

* Number = Number of Colleges in the Sample

TABLE I

Sizes of Colleges in Sample

This table indicates that the majority of Further Education institutions are quite sizeable employers of labour, 83% employing more than 100 full time academic staff. This fact alone indicates the importance of staff management and development. An institutions, whether in education industry, commerce or other aspects of the public service, with such labour intensive characteristics, has an important need to maximise the contribution of the manpower resource to the achievement of the organisation's objectives.

7.2 Appointment of New Staff

Colleges were asked to indicate whether there was likely to be a dominant weighting applied to the teacher training qualification and background or specialist/professional qualifications and background when selecting from amongst candidates for appointment to vacant college posts. The responses given indicated that the attitude towards these two dimensions varied markedly according to the area of the college curriculum to which the posts in question would make a contribution. In academic areas (e.g. departments concentrating on courses leading to such as G.C.E.

'O' and 'A') 51.6% of colleges said they would give most weight to qualifications in the relevant discipline, 11.9% to professional teacher training and 30.2% said they would give equal consideration to both variables. In the case of technician level vocational tutors (e.g. B.E.C. National and equivalent) the emphasis on specialist/professional qualifications increased to 76.1%, and the number of positive responses increased still further to 80.9% in the case of craft level vocational tutors (e.g. tutors recruited primarily for such courses as C&G mechanical skills or catering skills). In these two instances the number of institutions responding with a view that teacher training qualifications should be given the greatest weighting was extremely small (i.e. 4% and 3.2% respectively). Equally only a very small number said they would give equal consideration to both issues (i.e. 15.9% and 12.7% respectively). The response in the case of non vocational and adult education tutors demonstrated an interesting degree of consistency in that the response from colleges giving greatest weight to specialist/professional qualifications was very similar (i.e. 48.4% in the case of non vocational tutors and 50.8% in the case of adult education tutors). Nothing like the same consensus of opinion was expressed in relation to the number of colleges who would give greatest weighting to teacher training qualifications (i.e. 11.1% non vocational and only 3.2% adult education), or the number of colleges who stated they would give equal consideration to both variables (27.8% non vocational and 15.9% adult education).

This range of variability of opinion regarding the importance of these two contrasting aspects of candidates backgrounds is shown diagrammatically in Figure I.

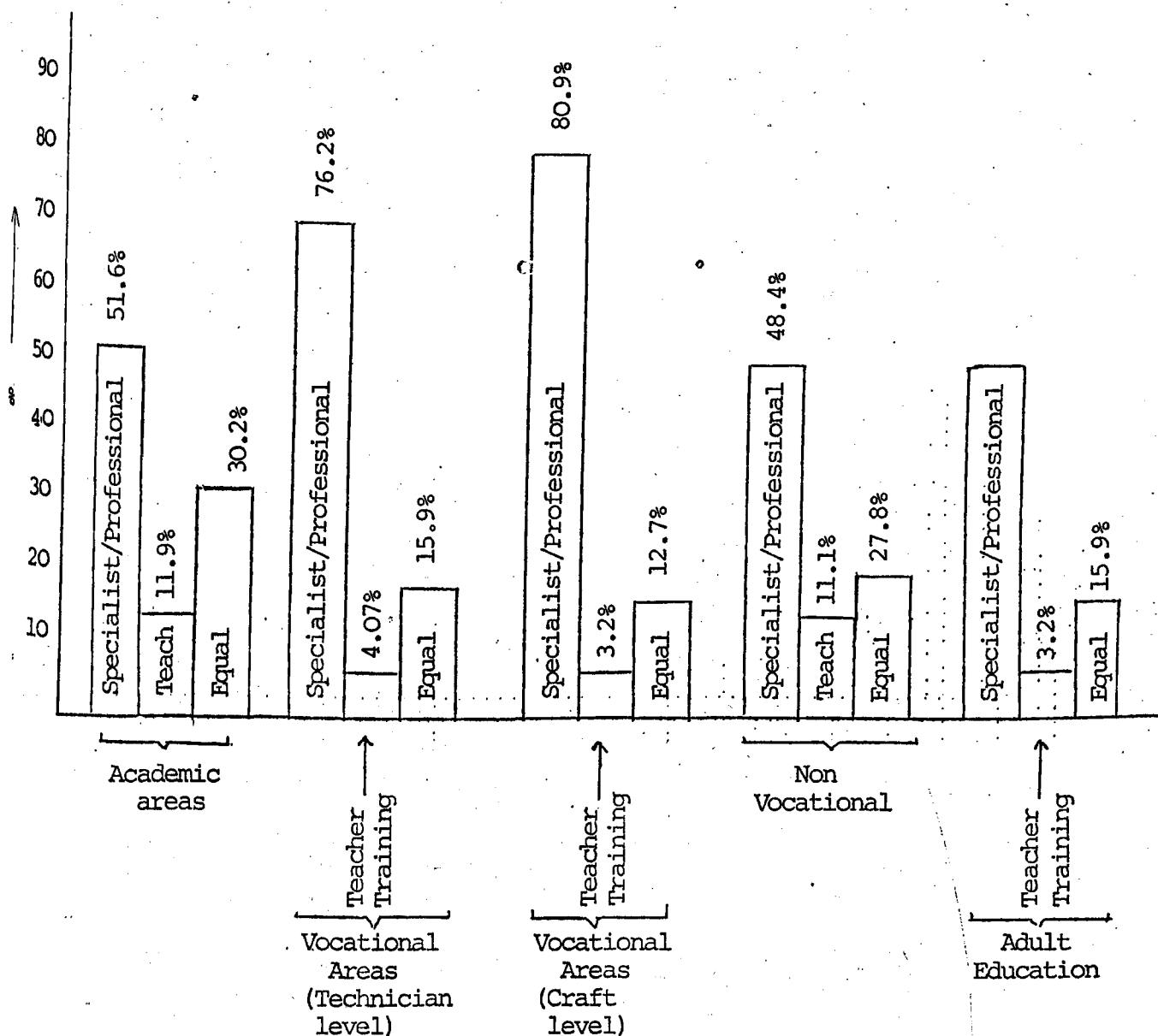


FIGURE I

Weighting giving to teacher training and specialist/professional qualifications -

- new staff recruitment

This variance of opinion illustrates quite well that colleges in Further Education do not feel that pre-service teacher training is vitally important for the people they recruit to any post within the curriculum range, although the nearer the posts gets to a school type equivalent position the greater the tendency for institutions to give it a significantly enhanced level of importance. The important conclusion here must be that colleges still regard (and perhaps rightly so) proven competence in a specific

discipline or vocational area as a most important factor, when making staff appointments, and that no amount of pre-service teacher training can make up for essential knowledge and/or experience in a specific area. One Vice Principal remarked that in the vocational areas of the curriculum, particularly the professional areas (e.g. law, accountancy etc.), market factors and availability of suitable candidates rarely give a selection panel much choice to give weighting to teacher training issues. A London College felt that in many cases professional/vocational experience is more important than paper qualifications of any kind. Another interesting perspective was expressed by a Principal, of a college from within the East Anglian Regional Advisory Council area, when he remarked that specialist/professional qualifications and experience dominate at the recruitment stage but that they had a policy of rectifying the teacher training deficiency through a policy of ensuring that new staff attend Cert.Ed. courses within three years of initial appointment. A similar point was expressed by a Cornwall College Principal who said that his Academic Board had made it a mandatory requirement that all non professionally teacher trained staff should undertake a Cert.Ed. course as soon as practicable after appointment.

7.3 Post Entry Professional Teacher Training

The survey response clearly illustrated that Further Education colleges regard post entry teacher training as a most important matter. 52.4% of colleges gave greatest weight to teacher training of staff, whilst only 5.6% said they gave greatest weight to specialist/professional training and 40.5% of institutions gave equal consideration to both issues. These findings confirm that colleges regard the views expressed in the 1975 A.C.S.T.T. report and the D.E.S. circular 11/77 as important. (see Figure 2).

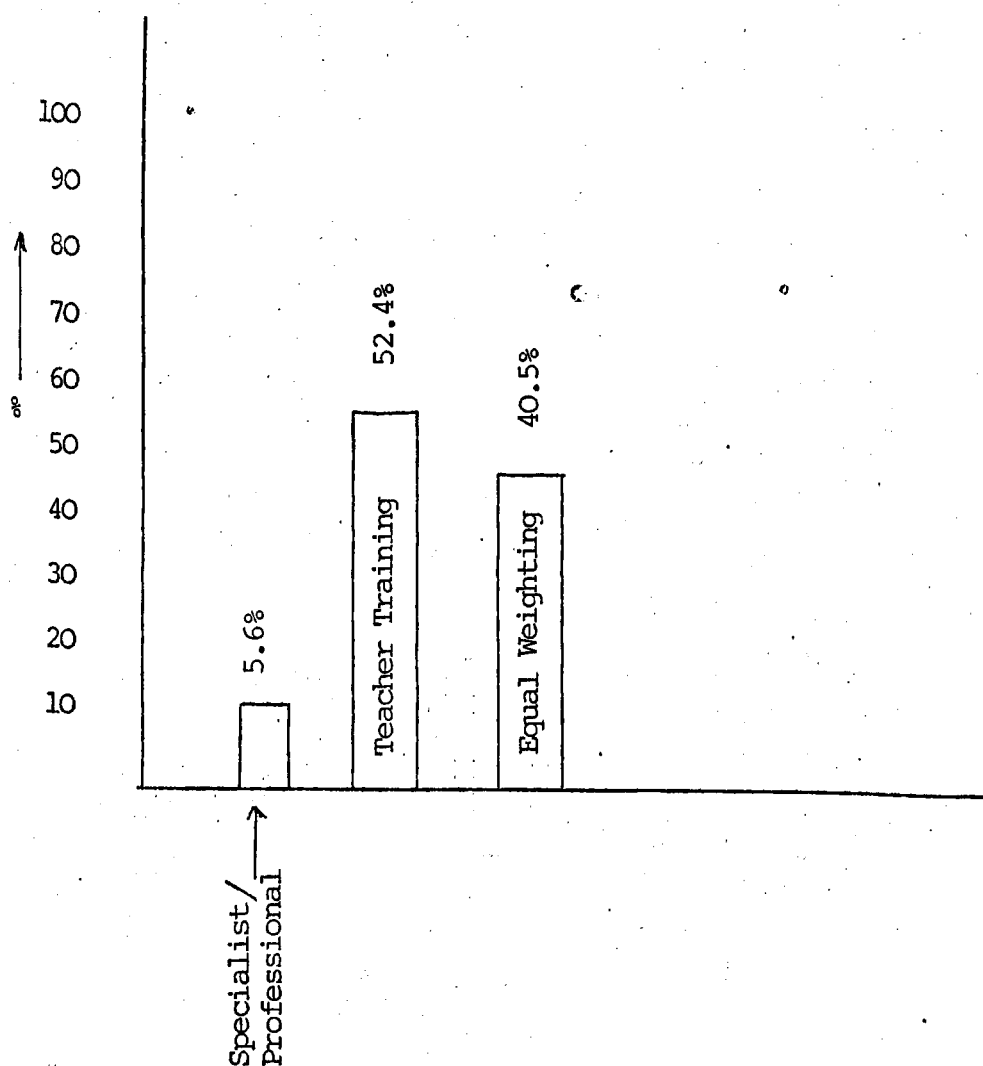


FIGURE 2

Comparative weightings given to in-service training decisions

7.4 Nature of decision making process in relation to staff development issues

Colleges were almost exactly split in their view of their decision making process relating to staff development issues. 49.2% of colleges described their approach as formal whilst 50.8% stated their procedures were informal (see Figure 3).

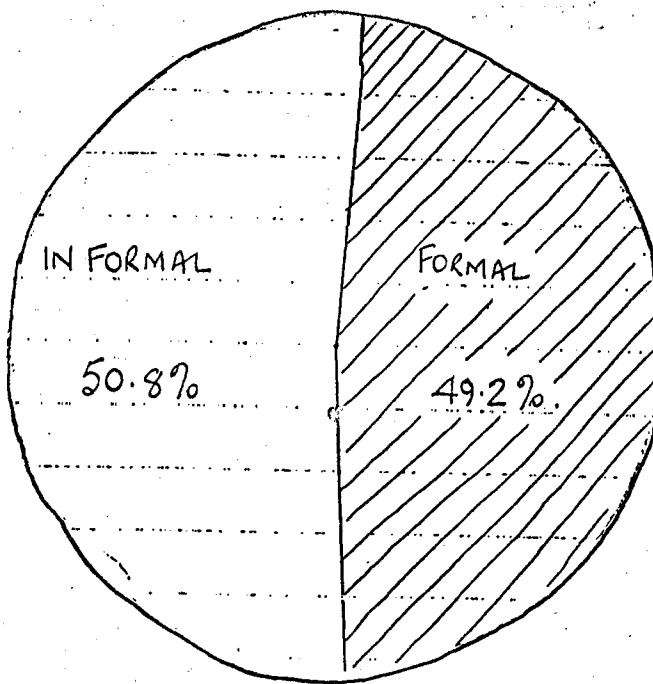


FIGURE 3

Approach to Staff Development Decisions

Of the 49.2% of colleges who described their decision making activity as formal 77.4% said they had a formally appointed staff development officer, 79% said that they had a formally constituted staff development committee but only 35.5% (17.5% of total sample) said that they had a formalised system of staff performance appraisal.

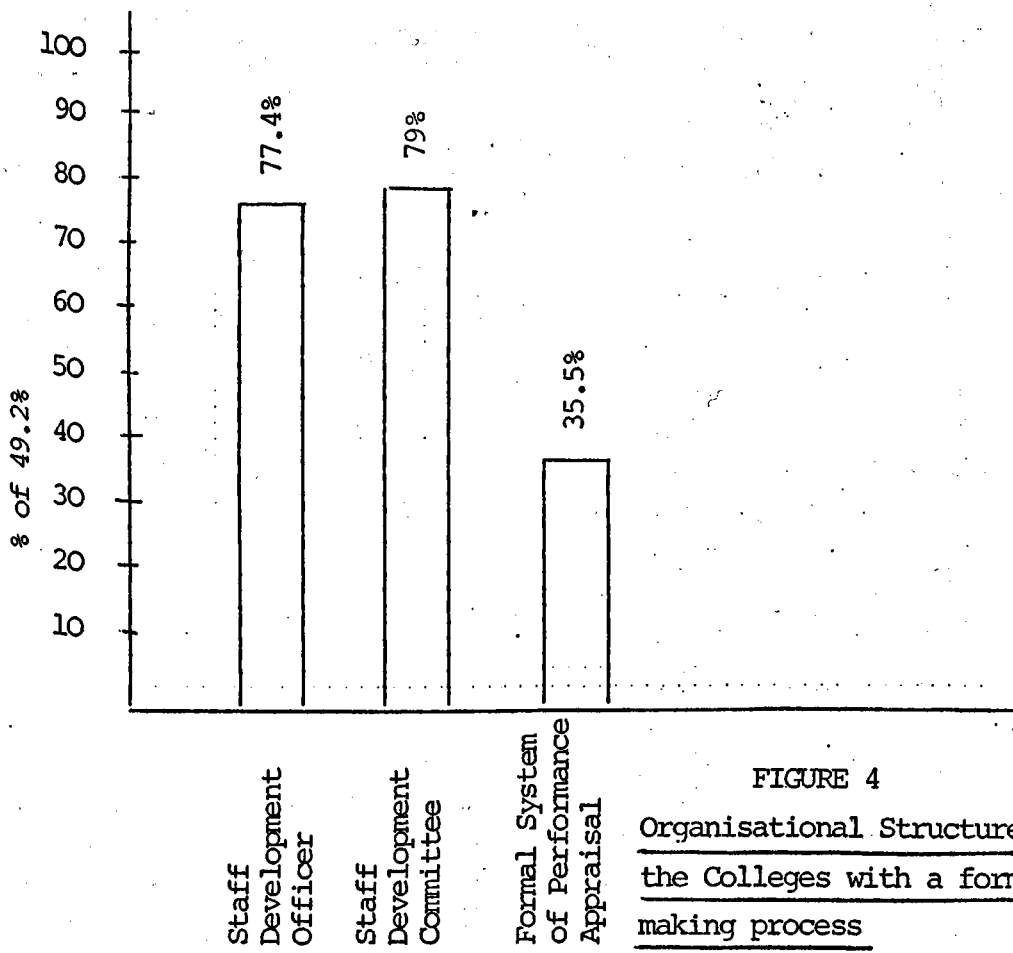


FIGURE 4

Organisational Structures used by
the Colleges with a formal decision-
making process

Although so many colleges claimed to have a formalised system of decision making and 17.5% of colleges said they had a formalised system of staff performance appraisal, only 4.8% of colleges stated that they actually used a structured system to identify staff as needing to undertake a course of professional teacher training. In fact the general consensus of opinion is that professional teacher training is a general requirement not necessitating a performance appraisal assessment (i.e. 79.4% of colleges stated that they had a general policy goal of getting all teachers professionally teacher trained see Figure 5). Other responses indicated that Heads of Department opinions were very influential (27.8% of colleges) as were the initiatives taken by individual members of staff themselves (12.7% of colleges).

Colleges were asked to indicate which individuals, committees or other bodies were actually involved in the process of supporting staff to take the C.G.L.I. 730 or A.C.P. (FE) courses. The most popular committee was considered to be the staff development committee (28.6%), followed very closely by the Academic Board (23.6%). Only two other bodies were regarded, by a significant number of respondents, as being relatively frequently involved namely the governing body (18.3%) and the Local Education Authority (17.5%). Responses to the survey suggested that a whole range of individuals were influential in the decision making process, including the Heads of Department, the Principal, the Vice Principal, the Professional Tutor and Adult Education organisers. The range of responses from the colleges is shown in Figure 6.

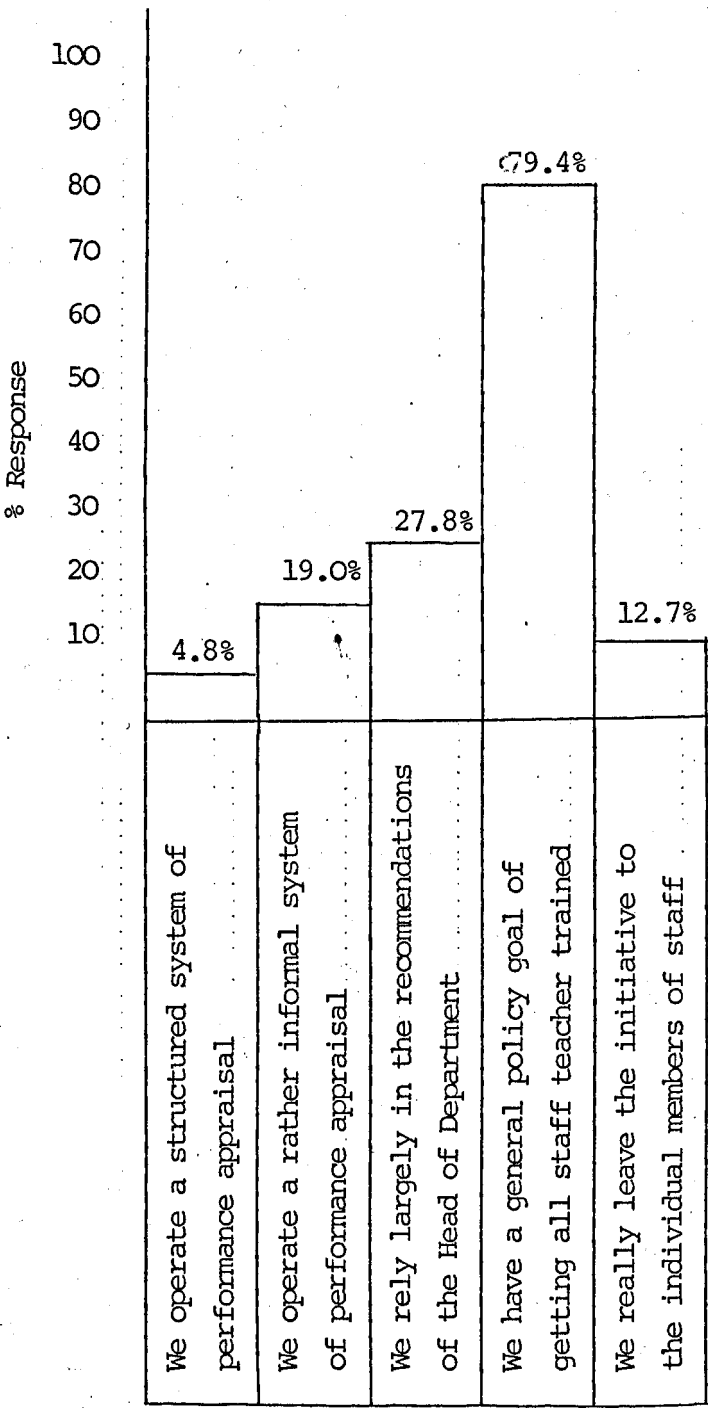


FIGURE 5

Methods used by colleges to determine whether or not staff need to undertake a course of professional teacher training

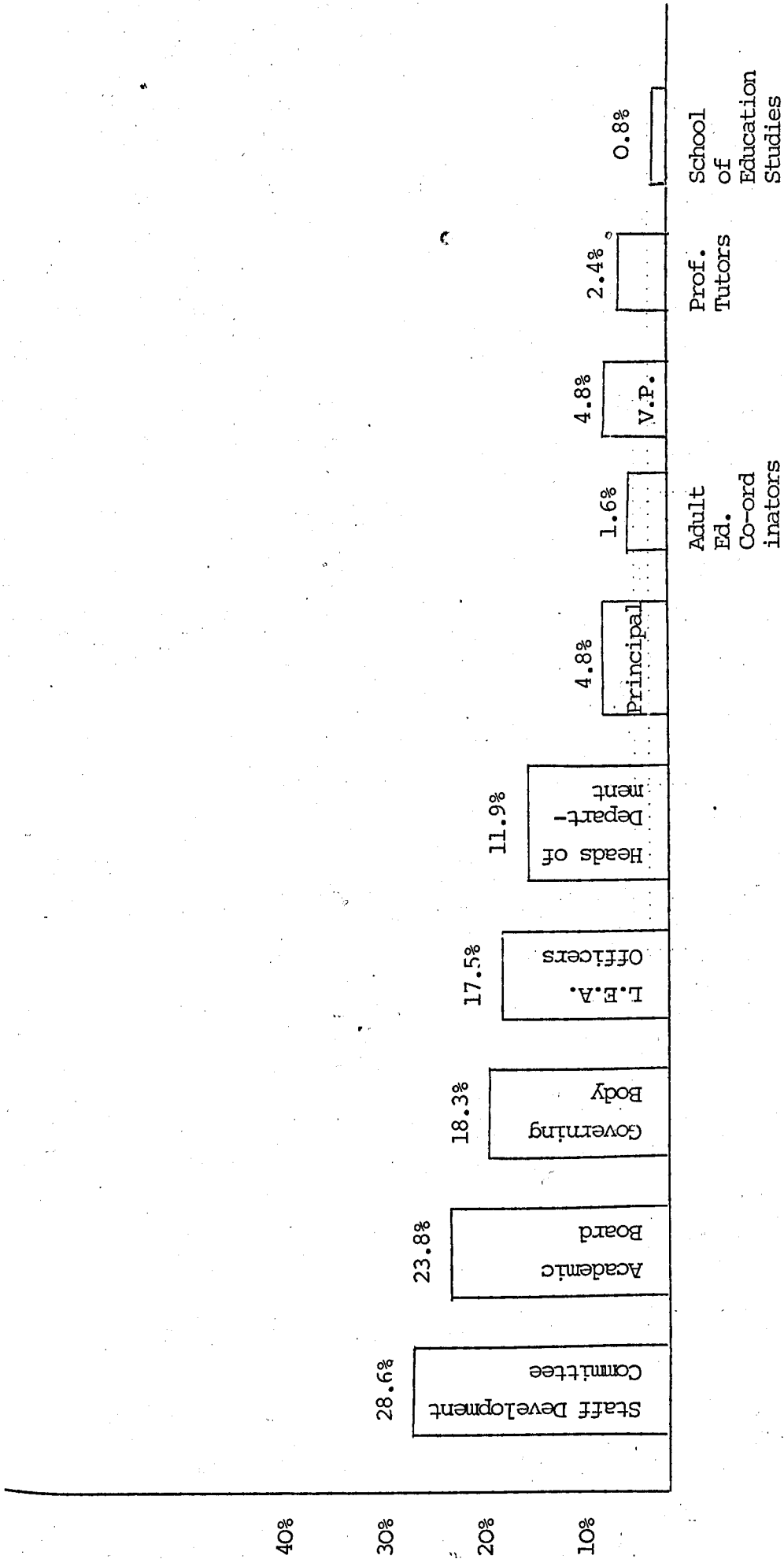


FIGURE 6

People /Committees who are stated to participate in decisions to sponsor staff to take either the C.G.L.I. (730) or A.C.P. (FE) courses

In a detailed survey of an individual college in the North East of England (1) Ian Hall asked all the staff to give their opinion regarding who should actually make the decisions relating to staff development. 51.8% of them felt that senior college management (Principal/Vice Principal) should be heavily involved in the decision, 56.2% included their Head of Department, 44.9% felt that the elected staff development committee should participate, 35.9% included a professional staff development counsellor but 61.9% felt that the individual himself/herself should be involved. This Hall survey indicated that a majority of individual staff felt that they themselves should be actually involved in the decision making process, but a majority of them clearly indicated their acknowledgement that the senior management have a legitimacy to be involved in the process also. The conclusion is therefore that a shared process is one which would meet with the maximum consensus of opinion amongst the rank and file staff.

This conclusion was further reinforced by other results of the Hall survey. For example 48% of staff felt that college management should be involved in controlling staff development activities plus a further 48% who felt that this should also include the Heads of Department. 50.6% also felt that the staff development committee should share in the control activity. This evidence of 'grassroots' opinion in a sample institution does tend to suggest that the process of decision making, relating to staff development, should involve the participation of all the interested parties involved such as management, consultative committees (i.e. staff development committees), professional staff development officers and the individual members of staff themselves.

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1. I.M. Hall 'Staff Development : A Case for Concern' unpublished Post Graduate Diploma in Further Education (University of Leeds) - Huddersfield Polytechnic (1980).

7.5 Courses sponsored by colleges to provide in-service professional teacher training

7.5.1 Full Time Staff : The vast majority of colleges favoured in-service Cert.Ed. programmes (95.2%) and the next most popular route is the C.G.L.I. 730 course (67.5%). Sandwich course Cert.Ed's were only relatively popular (38.1%) but the College of Preceptors courses was very unpopular in almost all the colleges (90.5%) (Figure 7).

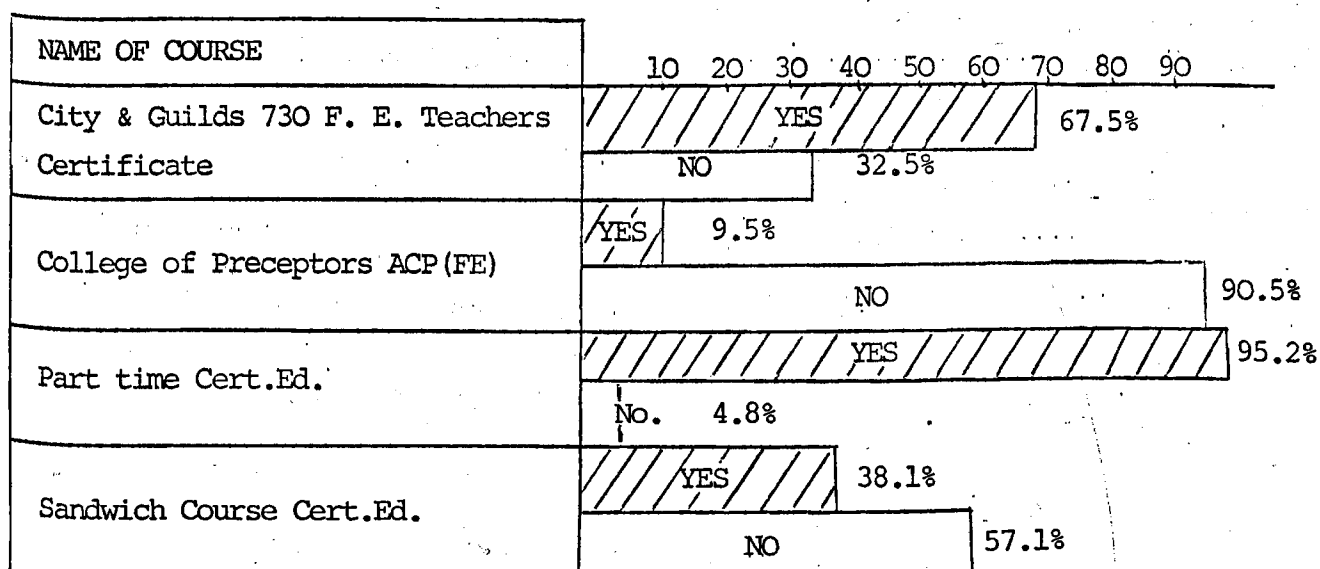


FIGURE 7

Courses used to train full time academic staff as teachers

7.5.2 Part Time Staff : The response of colleges to the part time staff professional training needs as teachers showed some marked differences to the pattern of courses favoured for full time staff. By far the most popular route was the part-time C.G.L.I. 730 Further Education Teachers course (95.2%). The only other popular route was the part time Cert.Ed. programme. Neither the A.C.P. (FE) Course or the Sandwich route to the Certificate of Education (3.2%) were at all popular (see Figure 8).

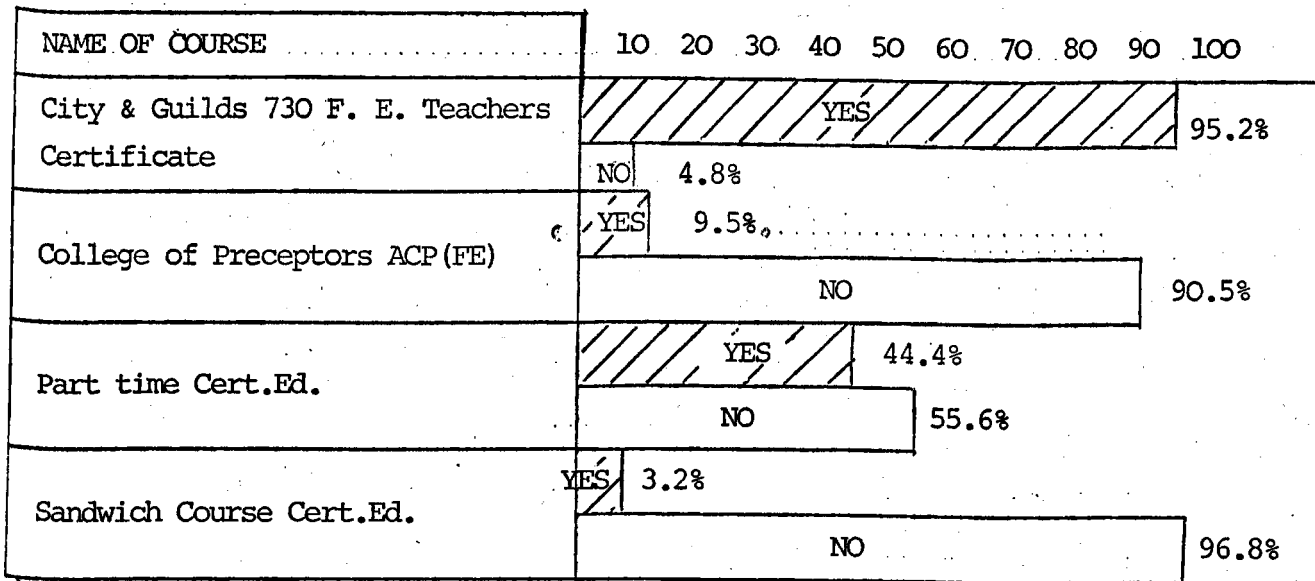


FIGURE 8

Course used for the professional training of part time teachers

7.6 Factors considered as being important in the decisions taken by senior staff to support the various routes available for professional teacher training

Paragraph 7.5 indicates the types of courses supported by college managers when considering the professional training needs of both full time and part time staff. This research survey wanted to probe somewhat deeper than this to try to determine the types of issues the decision makers considered relevant when agreeing to support these programmes of training.

Perhaps not unexpectedly 96.8% of respondents stated that a most important factor was a desire to improve teacher performance (perhaps it is surprising that in fact two colleges did not give a positive response to this), 23.8% of colleges said that an important factor was Local Education Authority policy (i.e. they responded to either advice or directives from the employing Local Authority). In a number of instances Principals and Vice Principals indicated that their Local Education Authority had a firm policy towards the teacher training of Further Education staff. Only a very small proportion of colleges stated that their decisions were greatly influenced by the advice of the Department of Education and Science

(i.e. only 7.1% of colleges). This result is surprising, considering that the issue, to which the colleges were responding, was teacher training of their staff and the survey was conducted only a matter of 3 years after the publication of D.E.C. circular 11/77. Perhaps an explanation for the low response comes from a combination of a number of possible reasons. Firstly senior staff may have considered that their general desire to get staff teacher trained is indirectly a response to D.E.S. advice (11/77) and therefore did not need to be re-stated again. Secondly colleges may consider that D.E.S. advice is communicated to them via the Regional Advisory Councils and Local Education Authorities in terms of direct action advice. (In fact one Principal commented that he looked to the regional interpretation of most D.E.S. or M.S.C. type advisory documents before considering the specific implications for his particular institution). Thirdly there is a possibility that some respondents would have considered the range of choices presented to them in the questionnaire as a range of alternatives, in which case they would have indicated the dominant factor only (i.e. the desire to get as many staff as possible teacher trained).

A small number of colleges indicate a range of other reasons for supporting teacher training courses. 3.2% of colleges saw them as one of the means of increasing job satisfaction and 4.0% saw them as a method of increasing the career prospects of staff. Other reasons given included the needs arising from organisational development, which will probably be an increasingly important issue as institutions change to meet the demands of the future.

A number of structural factors were also important in the decision making process. The geographical availability of suitable programmes would, in 27.8% of colleges, mean that staff would be sponsored to take the C&G 730 course rather than a Cert.Ed. (i.e. the institution either ran the C&G 730 course itself or there was no convenient Cert.Ed. centre within easy

travelling distance available). A further 12.7% of colleges said they would always give preference to the C&G 730 course where the attendance route was more convenient for staff than the Cert.Ed. centres. 11.9% of colleges regarded cost as an important consideration and would sponsor staff to take the C&G 730 rather than the Cert.Ed. because it was cheaper bearing in mind all the costs involved (e.g. staff substitution, travel costs etc.) The length of the respective courses was regarded by 4.8% of colleges as a factor to be considered while 6.3% felt that the less stringent entry qualification to the C&G 730 was a most important consideration (particularly in relation to craft vocational teachers who very often experience difficulty in securing a place on a Cert.Ed. course). In fact 1.6% of colleges said that they used the C&G 730 as a preliminary/preparatory course for staff who would later take a Cert.Ed. A very interesting response was that 4.0% of colleges felt that the C&G 730 course was in fact more direct help to the teacher than the Cert.Ed!

The survey also asked the respondents to give their opinions of the three routes of teacher training most commonly used at that time by Further Education institutions i.e. the in-service Cert.Ed., the C.G.L.I. 730 and A.C.P.(FE). (The collective results of this opinionnaire are shown graphically in Figures 9 to 14).

What is your view of the City and Guilds 730 A.C.P. (FE) in relation to the Cert.Ed?

Statement 1 - The City and Guilds 730 course is a perfectly adequate mechanism for the professional training of teachers in Further Education

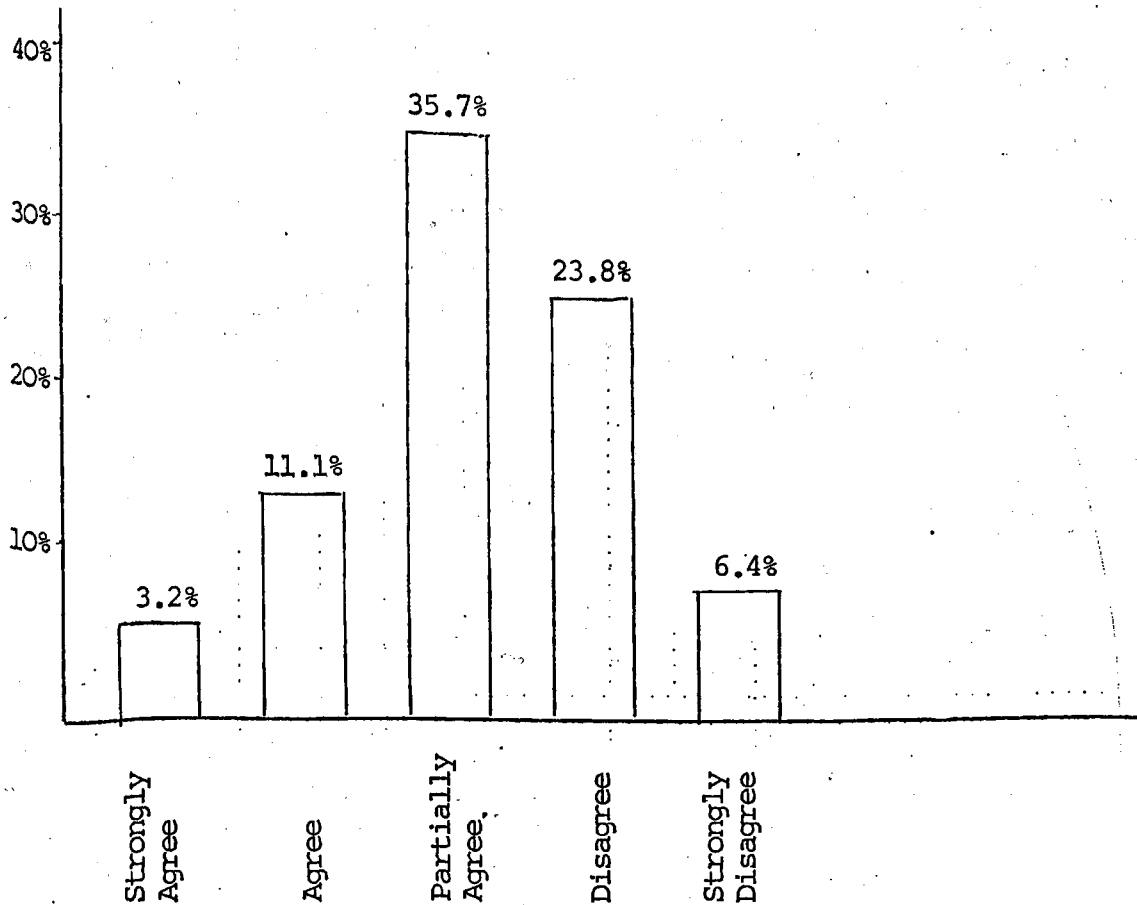


FIGURE 9

Statement 2 - The A.C.P. (FE) is a perfectly adequate mechanism for the professional training of teachers in Further Education

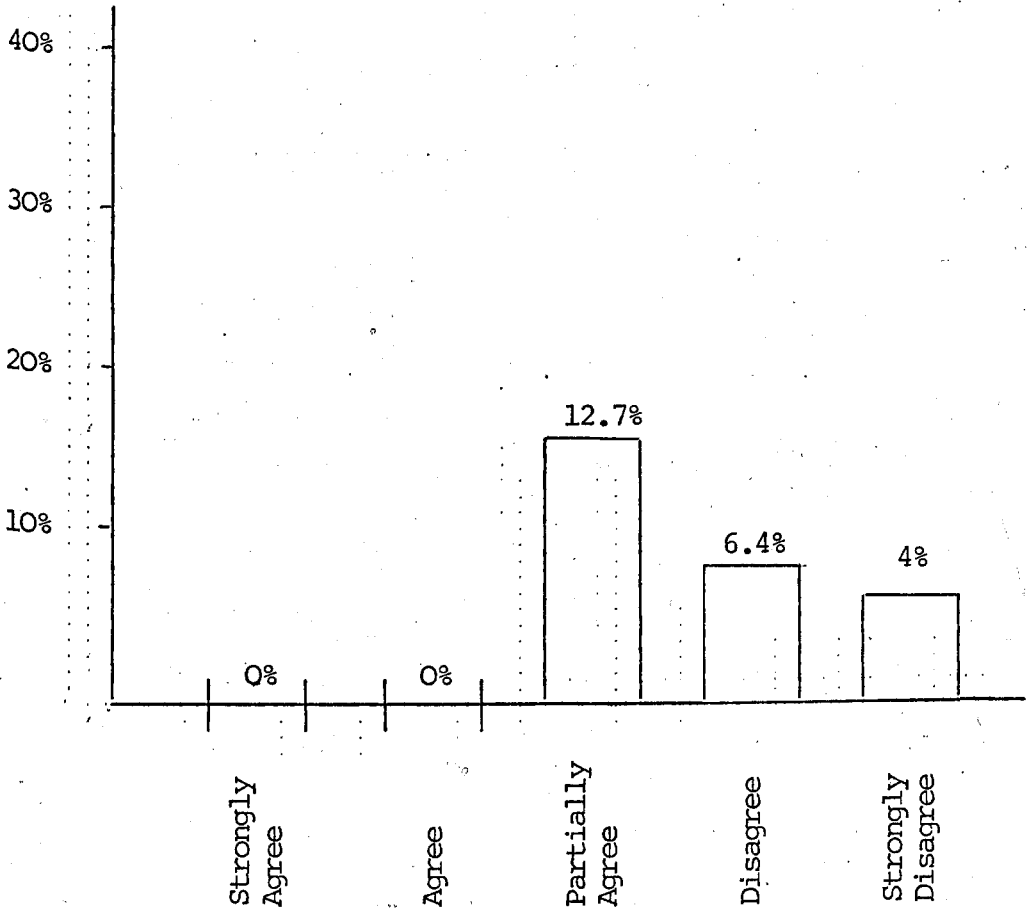


FIGURE 10

Statement 3 - The City and Guilds 730 course is better matched to local needs than the Cert.Ed. offered by the Colleges of Education (Technical)

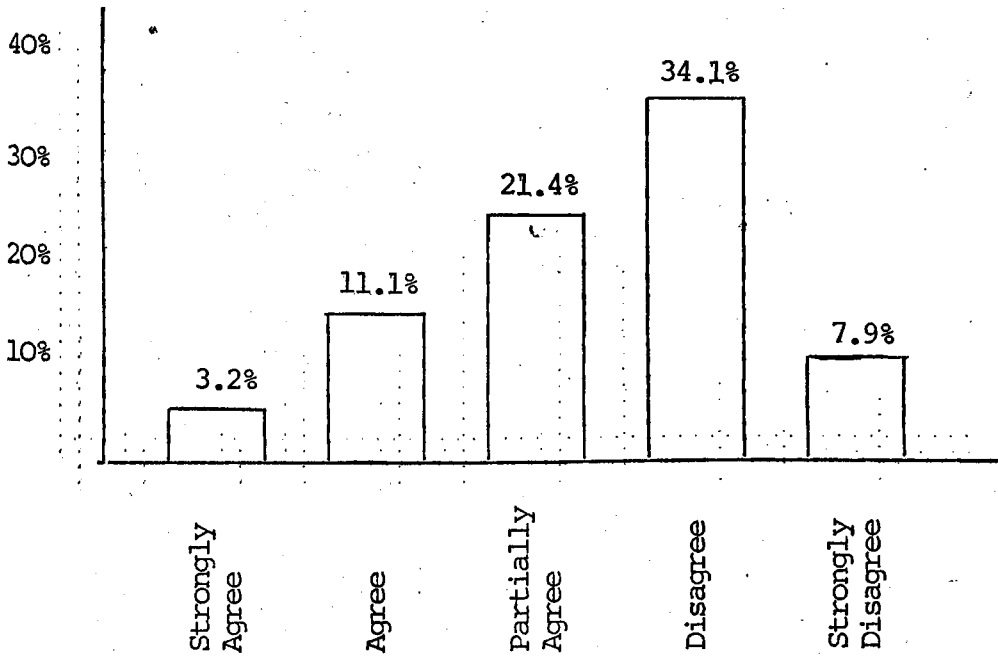


FIGURE 11

Statement 4 - The A.C.P. (FE) course is better matched to local needs than the Cert.Eds. offered by the Colleges of Education (Technical)

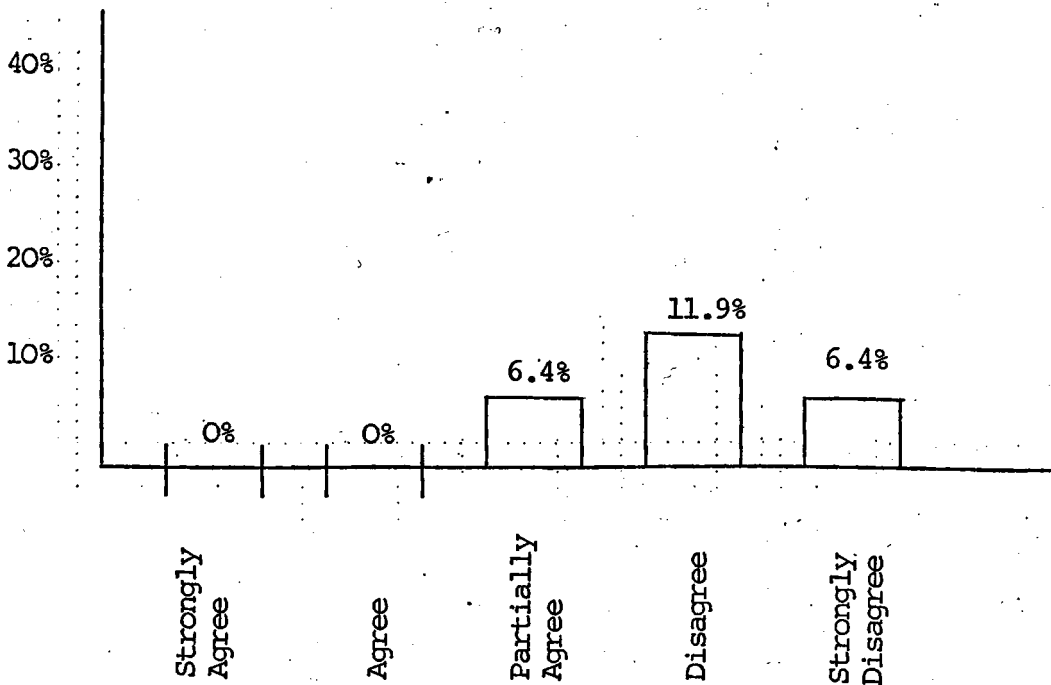


FIGURE 12

What is your view of the City and Guilds 730 A.C.P. (FE) in relation to the Cert Ed?

Statement 5 - The City and Guilds 730 course has a less theoretical content and more emphasis on practical classroom skills

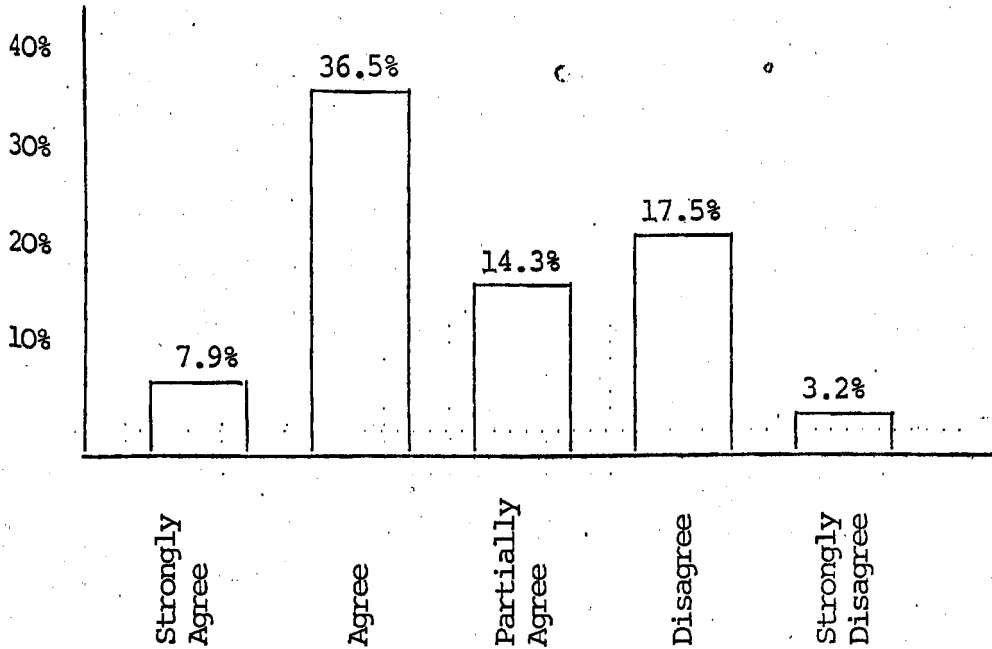


FIGURE 13

Statement 6 - The A.C.P. (FE) course has a less theoretical content and more emphasis on classroom skills

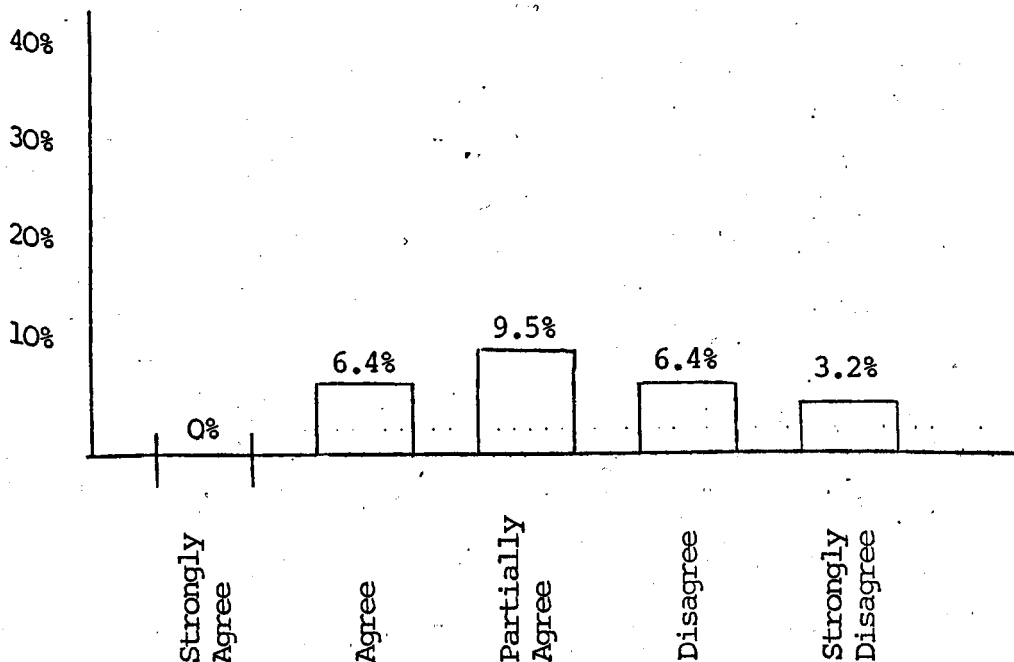


FIGURE 14

There is, in fact, a regional variation to the collective result pattern illustrated by these various bar charts. This regional variation will be analysed later but the collective results shows a most interesting pattern of opinion.

Firstly the number of colleges who consider the C&G 730 course to be a perfectly adequate mechanism for the professional training of teachers is quite high (see Figure 9) (i.e. 14.3% agreed and 35.7% partially agreed). A significant number, although by no means a majority, felt that the C&G 730 was better matched to local needs (see figure 11). A majority of colleges regarded the C&G 730 course as having a less theoretical content than the Cert.Ed. and more emphasis on practical classroom skills (figure 13). A number of senior staff, when interviewed, felt that the C&G 730 was rated so highly for a number of very important reasons.

1. Many C&G 730 are run by the colleges themselves and can therefore be readily used as an in-service training resource.

2. Considerable emphasis is placed on the practical realities of everyday teaching and the skills necessary to cope. (One Vice Principal described the C&G 730 as providing a 'practical survival kit').

3. Many contemporary teacher training needs are increasingly specific curriculum based and may even be unique to an institution. The college based C&G 730 resource has the ability to respond more quickly and more appropriately than the traditional Cert.Ed. model. (It is partly for this reason that the newly designed Cert.Ed. programmes have a greater number of centres and a much closer partnership between the sponsoring college and the provider). This new approach to the Cert.Ed. training route is viewed as a significant factor in the developing opinion of the C&G 730.

4. A number of senior staff pointed out that the C&G 730 is now incorporated in many Cert.Ed. schemes (e.g. the Huddersfield Polytechnic model) in the sense that it can credit towards a substantial part of the overall assessment requirement. One Vice Principal ranked this as a very important development which has had a marked impact on the way he now viewed the course.

Overall it is apparant that the City and Guilds 730 course has quite a high opinion rating amongst college Principals and Vice Principals. The survey indicated that the A.C.P. (FE) course had nothing like an equivalent rating. Many colleges stated that they knew nothing at all about the course. Those that did, rated it very poorly against all the dimensions given.

The survey has therefore demonstrated that a qualitative value judgement process enters the decision making activity when senior staff consider supporting their staff to take courses. In addition to this qualitative dimension the survey has indicated that the types of factors that influence the decision making process are:

1. The college policy towards Staff Development
2. The Local Education Authority policy towards Staff Development
3. Local Education Authority/Regional Advisory Council advice influences
4. Financial considerations
5. Location factors (e.g. the geographical distance to be travelled)
6. The colleges own decision making structure

7.7 Methods of Support

Where colleges had taken a positive decision to support staff, part time or full time, to take a course of teacher training they were asked to indicate the nature of the support they would give. In retrospect the question was considered to have been poorly worded and the results obtained can only be regarded as misleading and ambiguous. Nevertheless an indication of the nature of support given does result. The reader is advised to be cautious and not to draw too many conclusions from the information obtained.

FORM OF ENCOURAGEMENT	FULL TIME STAFF	PART TIME STAFF
Day or part time release from teaching duties	96%	4%
Counselling advice but no financial or release support	12.7%	51.6%
Other encouragement (please explain)		
Full time secondment	3.2%	
Payment of Fees (Not necessarily with D/R*)	23.8%	11.1%
Release from non teaching time	1.6%	

* Day Release

TABLE 2

Types of support given to staff

Table 2 gives a summary of the responses obtained. (The figures add up to more than 100% since some respondents ticked more than one box). The figure of 12.7% (in the box headed counselling advice but no release support) includes a number of responses where the Principal/Vice Principal wished to indicate that there existed a fairly comprehensive counselling facility available to full time staff via the staff development organisation of the college. Perhaps the conclusion here is fairly predictable (i.e. the forms of support and release for teacher training would be expected to fall into something like the pattern indicated in table 2).

It is in the case of part time staff that, perhaps, the greatest extent of new information has been gleaned. In many cases the entry requirement for part time staff to undertake an in-service Cert.Ed. course includes a stipulated minimum amount of part time teaching. In a number

of cases the colleges stated that they would try to provide for the part time teacher this minimum amount of class contact. It is rather sad that so few colleges give tangible support to part time staff. There is plenty of advice and counselling given, but the staff themselves have to pay their own fees and expenses. There appears to be a general lack of appreciation of the important role part time staff play in the provision supplied by the Further Education service (as reflected by the support given to their training needs anyway!).

7.8 Staff Development Generally

The colleges were asked to think wider than just the professional teacher training side of staff development and were asked to indicate what priority they would give to a range of different staff development activities. Table 3 shows a summary of the responses obtained. The table shows the percentage of responses given to each activity, shows the average and gives an overall statistical priority rank order which it is felt most nearly fits the majority of responses given. Teacher training (via the Cert.Ed. route) was clearly given top priority (85% of colleges). Courses to up-date subject knowledge came second in the priority ranking. Two entries were included to indicate that this up-dating process could be achieved by the use of either short or more longer term course routes. Both routes were given almost equal ranking. Teacher training via C&G 730 was given quite a high priority also. The two lowest ranking priorities were the acquisition of higher degrees and research. Perhaps the most surprising ranking was given to the idea of secondment to industry to up-date knowledge of practice etc. This was given a much lower rank than expected.

Certain conclusions can be drawn from this priority rating list.

First : There is consensus of opinion throughout the whole profession that professional teacher training is important and should be given high priority in staff development.

Second : That staff need to constantly up-date their subject knowledge

(1 = HIGH)
(8 = LOW)

	DISTRIBUTION OF PRIORITY RATING (8 = LOW)								ARITHMETIC MEAN	MODAL RANK
	1	2	3	4	5	6	7	8		
Teacher Training via C. & G. 730/A.C.P.(F.E.)	30.2%	25.6%	4.1%	14%	11.6%	7%	-	7%	3.07	1
Teacher Training via Cert Ed.	85.4%	8.3%	2.1%	4.2%	-	-	-	-	1.13	1
Increasing status of staff qualifications i.e. more staff to have graduate qualifications.	5.4%	13.5%	10.8%	10.8%	21.6%	35.1%	2.7%	-	4.46	6
Up-dating of subject knowledge	14.9%	23.4%	34%	23.4%	2.1%	2.1%	-	-	2.81	2 + 4
Acquisition of higher degrees	-	-	2.4%	7.3%	24%	14.6%	31.7%	19.5%	6.24	7
Research	-	-	2.6%	5.3%	-	13.2%	34.2%	44.7%	7.05	8
Short courses to up-date knowledge	10.6%	38.3%	29.8%	12.8%	4.3%	4.2%	-	-	2.74	2
Secondment to Industry to up-date knowledge of current practices.	-	4.3%	19.1%	21.2%	17%	12.8%	8.5%	17%	5.09	4

*% of respondents giving each rating shown.

** - Arithmetic Mean Rating.

TABLE 3

Staff Development Activities - ranked in order of priority

and skill if colleges are going to continue to supply a valuable service to the communities that they serve.

Thirdly : That the colleges, in this survey, are not predominantly concerned with Higher Education and that, as a consequence, the acquisition of higher degrees and research skills is not a high priority need

The colleges were asked to indicate how the priority ranking is decided in their particular institutions. A number said that they could only supply a ranking which reflected their general overall opinion, and that each individual staff development decision situation was treated on its relative merits. The colleges did attempt to indicate which decision point would be the most influential in determining the priority given to any situation, not only the general situation indicated in table 3. The results obtained are fascinating. The following table gives the list, in priority order, of the bodies considered to be most influential in making staff development decisions and priorities.

1. College Principal and Heads of Department
2. Staff Development Committee
3. College Principal
4. The Local Education Authority
5. Heads of Department
5. Academic Board
7. The Individual Teacher
8. The Vice Principal
8. The Governors

It is important to remember that this survey was taken of the opinions of senior college staff. Bearing this in mind, it is perhaps not surprising that the Principal and Heads of Department were effectively seen as the most influential decision making body. What is surprising is that the staff development committee ranked second. In many ways this adds weight to the view expressed in chapter 4 that a good

management model is one which combines the grassroots and partnership perspectives advocated by writers like Mantze Yorke.

7.9 Evaluation of Staff Development Activities

Colleges were asked if they operated any formal system to evaluate the courses taken by their staff. Only 22.2% said that they did. The methods used by this small number of colleges were stated to be:

Pre-course and post-course questionnaires	14.3%
Observation of classroom performance	50.0%
Structured pre-course and post-course interviews	28.6%
Allocation of new tasks/roles	7.1%
Written reports by the individual teacher	7.1%
Staff asked to run seminars	3.6%
Completion of course appraisal forms	10.7%

The conclusion to be drawn here must be that evaluation of staff development activity is considered to be an even more problematical issue than the identification of the need. Only a very small percentage of colleges even attempt post course evaluation of any kind. Of those that do, observation of classroom performance dominates the methods used. This is a very surprising facet to emerge from the survey, since observation of classroom teaching is such a contentious issue within Further Education. Most certainly observation of what people actually do while performing their job roles is a most influential means of information collection in terms of forming an assessment of the various qualities of the individuals concerned (hence the wide use of the technique in teacher training courses). It is gratifying to see that in some colleges an attempt is maintained to continue the process into in-service staff training.

The contentious issue, of course, is who does the observation and how qualified and objective are the conclusions drawn. In many other professions, for example the Civil Service, the Armed Forces and in many

areas of industry and commerce, appraisal techniques are widely used and seem to meet with general approval and acceptance. In Further Education however, the practice is vigorously resisted in many quarters. Jane Silverleaf, speaking at a FERA meeting held at the Polytechnic of Central London in November 1980, stated that her research (conducted in conjunction with Dr. Judy Bradley) had shown that all forms of appraisal in Further Education tended to be associated with the concept of destructive criticism. Judy Parfitt, speaking at the same conference, expressed the view that all appraisal was a questionable exercise unless staff had a clear understanding of what was expected of them (i.e some form of workable job description was in force) and that the job role itself was constantly reviewed in consultation with the individual concerned. Post course evaluation therefore cannot be viewed in isolation from the job role. Unless the job role expectations are clear the training exercise will, at best, be a 'hit and miss' affair. This weakness may be one of the reasons so few colleges attempt the evaluation exercise.

Implicit in the management model is the notion of a systematic structuring of specific objectives describing the job function. An assessed weakness of job performance of an individual when compared with this specification is usually taken to imply a training need. Post course evaluation attempts to identify the extent to which the deficiency had been 'rectified'. An American definition by Miller and Verduin J. R. (2) describing staff development for the Adult Educator states that 'Evaluation may be generally defined as the process of systematically collecting information and using the information to make rational judgements about the worth of some programme'.

2. Miller H. G. and Verduin J. R. - 'The Adult Educator - A handbook for Staff Development' - Gulf Publishing, Houston, U.S.A. (1979)

Russell (3) sees the basis of any systematic scheme for staff development as regular performance appraisal 'planning based on an analysis of shortcomings'. He believes that 'senior administrators will be attracted to the logic of allocating scarce resources to priorities that can be established by a rational comparison of needs'. He comments 'teaching staff have tended to see their classroom performance as in some way secret and defended by some concept of professionalism'. He continues 'the objectives against which their performance is to be measured need to be established'.

The A.C.F.H.E./A.P.T.I. 1 (4) staff development handbook on Staff Development for Colleges of Further Education cautiously recommends a staff appraisal system in colleges embracing the following points:

- A teacher should have a clear idea of what is expected of him (job specification).
- He should have the opportunity of reviewing his work from time to time with his senior. At this interview the senior member of staff must be prepared to discuss the teacher's strengths and weaknesses constructively and to comment or give advice as required (the interview).
- If as a result of this interview certain needs are identified then a programme to them should be drawn up. A record should be kept of the salient points arising from such interviews.

Loukes (5) sets out his staff development programme and identifies appraisal techniques in the areas of Teaching Skills, Academic Ability

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3. Russell T.J. - 'Staff Development' in Coombe Lodge Report - Vol. 5 No. 14 pages 29 - 32 (1972)
 4. A.C.F.H.E./A.P.T.I. - 'Staff Development in F.E.' (1973) pages 5 and 18-19.
 5. Loukes H. - 'Staff Development' in Coombe Lodge Report - Vol. 5 No.3 (1972) pages 45-33.

Administration Skills, Industrial Experience and Personal Characteristics.

He does concede that some of his recommendations may be 'considered cold and clinical' or to be pursuing 'a method of business administration which ignores the feelings of the individual'. However, he maintains 'the object of the scheme is better utilisation of resources and the ultimate benefit to each member of staff'.

In discussion some Principals and Vice Principals, who also had an acquaintance with the commercial field, described the process of agreeing a job description and specification as the next best thing to a 'do it yourself hangmans kit'. 'Who in his right mind would attempt to set himself targets (for assessing performance, for that is the nature of targets) in areas of activity which are largely subjective and defy equitable measurement'. Davies (6) describes the internal conflict in a College of Technology when the organisation tries to 'grasp the nettle' of self appraisal. In the event the staff development committee 'back pedalled' on formal policy and decided instead to 'tighten up' the existing informal procedures similar to Bacon (7).

Staff appraisal is a thorny problem according to Russell (8) 'Who shall do it? - By what criteria? - It is in danger of being limited simply to classroom performance'.

'The analysis of potential of existing human capital' (teachers) is the tone of Anderson's (9) account in favour of a systematic objective form of assessment. He does, however, slightly temper the totally scientific

6. Davies N. N. - 'Staff Development and Appraisal in F.E.' in Journal of Education and Training (June/July 1975).
7. Bacon F. D. - 'The Practicalities of Staff Development' Journal of FE/HE Vol. 1 Part 3 (1977) pages 56-61.
8. Russell - Op. Cit.
9. Anderson D. K. - 'Staff Assessment' in Coombe Lodge Report Vol. 5 No. 7 (1972).

approach by quoting the words of Renis Likert 'People seem more willing and emotionally able to accept and examine in a non-defensive manner information about themselves and their behaviour including their inadequacies when it is in the form of objective evidence'. In contrast a pragmatic account of college staff record and personal procedures is given in Church (10) who describes the 'software' approach and highlights the real difficulties in achieving stated objectives of staff assessments.

Staff appraisal seems to be a central requirement of any approach to staff development. Unfortunately, reoccurring evidence indicates that it operates more from a 'control' than a motivational orientation. Randell (11) describes in some depth appraisal through interviewing rather than records and 'a lot of meaningless bits of paper which instead of adding to effectiveness of the members appear to bring about frustration and conflict'. His premise is that staff appraisal is to make an organisation more effective by helping people to be more effective. It aims, he tells us, mainly at the establishing of controls on behaviour or the bringing about of changes in the organisation. He identifies methods and problems and offers four possible strategies of staff development. Briefly they are as follows:

1. Agricultural - planting, growing and the nurturing of staff.
2. Manufacturing - buy in and try out - adopt for purpose.
3. Purchasing - buy in ready made expert fit for purpose.
4. Jungle - use competition, rivalry and survival of the fittest.

This says something about perceptions and models. Perhaps Gray (12)

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10. Church J. - 'Staff Records and Personnel Procedures' Coombe Lodge Report - Vol. 10 No. 5 (1977).
 11. Randell G. A. - 'Staff Appraisal and Development through Interviewing' The Training Officer (June 1975) Vol. 11 No. 6 pages 166-169.
 12. Gray H. L. - 'Staff Counselling in Education' - Journal of Further and Higher Education, Vol. 3 No. 1 (Spring 1979) pages 76-80.

points the way towards an appropriate model for the difficult times ahead yet retains the personal recognition aspects of interviews when he argues for counselling styled interviews in which 'colleagues' examine together their current profession and personal situation - 'The older type of appraisal based on industrial management by objectives model is not suited to educational organisation. The idea of setting quantifiable targets is foreign to the work of education and against the climate of most schools and colleges' - 'Counselling appraisal is non-hierarchical - in this form of appraisal the only promises he makes are to himself, but they become both realistic and challenging and not potentially condemnatory'.

The prevailing economic climate puts more pressure on the Local Education Authority and hence college management to conduct their business with greater efficiency. The social need may be a poor second to financial consideration as witnessed by severe non-vocational course pruning in this area.

7.10 Restrictions limiting Staff Development

By far the biggest single factor which colleges identifies as limiting their staff development activity was the lack of finance, 65.1% of colleges identified this factor alone as their biggest problem. This is a most worrying factor to emerge from the survey. Further Education is now facing the biggest and most fierce range of challenges in its history. Unemployment, Automation, the demise of traditional job skills, increasing uncertainty, increasing accountability, countless educational initiatives, reports, schemes and even new types of competition (e.g. use of private concerns for M.S.C. courses) are all demanding of the Further Education teacher greater levels of professionalism, new skills, and changed attitudes. All this demands an almost monumental staff development exercise. The M.S.C. monies (Robertson 'Shilling') are a 'mere drop in the ocean' in relation to what is needed. This lack of finance

expresses itself in more than cash terms, for example, 35.7% of colleges identified lack of sufficient staff cover for the staff released to undertake training as a major limiting factor. 12.7% identified various Local Education Authority based factors which inhibited staff development initiatives. An alarming number of colleges (12.7%) identified staff attitudes as reason why certain staff development activity did not take place (i.e. they identified a degree of unwillingness on the part of the staff to participate in the training offered/suggested to them). This, of course, may be factor resulting for a number of different reasons. The approach to staff development in these particular colleges may be authoritative and management centred, the staff may not agree that the training is necessary, or may not support the particular initiatives towards which the training is directed. Other reasons may be that the climate of attitude within the organisation is, for a whole variety of reasons, unresponsive to change or there may be, quite legitimately, a breakdown in communication. This issue could form the basis of a research study in itself. It is certainly true that this project did not focus on, or seek to analyse, this facet of staff development. For this reason no firm conclusion can be drawn.

7.11 Summary and Observations

Whilst colleges are highly bureaucratic organisations⁽¹³⁾ with authority clearly vested in a pyramid type hierarchical system of job positions, this survey has revealed that, in the area of staff development, there does exist a significant degree of 'grass roots' participation in the decision making process. Indeed the second most influential decision making body was considered to be the Staff Development Committee.

13. Bradley and Silverleaf Op.Cit.

Other influential bodies were considered to be the Academic Board and the specifically appointed staff development staff (e.g. Staff Development Officer and Professional Tutor). The ultimate responsibility in most, if not all, colleges was considered to be senior management.

As far as professional teacher training is concerned the predominant view is that pre-entry training is less important than post entry training for a variety of reasons. These include the specific job demands and market forces which make a concentration on specific academic or vocational qualifications and experience a predominant consideration in the majority of cases at initial recruitment. Once staff have been recruited the top priority staff development need is considered to be professional training as teachers.

Slightly over half of the colleges regarded their approach to staff development as informal. Those that had a formal system nearly all saw two components as essential, first the appointment of a staff development officer and second the formation of a formally constituted staff development committee, but only one third regarded staff appraisal as an essential component. When interviewed senior staff expressed a view that they did regard appraisal as an important issue but it was a most difficult element to build into the structure. Many have debated different approaches to staff appraisal at Academic Board meetings and staff development committee meetings, and the like, but most found great difficulty in achieving any outcome which remotely resembled a consensus of opinion. Some described the atmosphere during such debates as being aggressive, with very deeply held opposing views expressed. One respondent described the debates in his institution as 'open warfare'.

The decision making process can only be described as management biased since the control of resources is in the hands of people appointed to managerial positions. The survey has demonstrated that management considers both qualitative and quantitative variables in identifying and choosing between decision variables. The quality aspect was investigated

by asking colleges to give information regarding their opinions and the factors they would consider relevant in making a choice between three routes available for professional teacher training (i.e. Cert.Ed., C&G 730 and A.C.P. (FE)). Appropriateness to the teachers needs was a major issue, as well as professional recognition and career implications. The quantitative considerations included cost, substitution implications, timing, length of the course, geographical convenience and the length of service of the individual concerned. Policy issues were also a major consideration e.g. the college policy and the Local Education Authority policy towards teacher training.

The C&G 730 course is held in high regard by a great many colleges. There are several reasons for this. The colleges run the courses themselves, the course is classroom skills based and very flexible to adaption to meet changed needs and has a less demanding entrance qualification (a vital issue in relation to the needs of many craft teachers). The new model Cert.Ed. programmes, with centres based within the colleges themselves (e.g. Caulden College, Stoke-on-Trent linked with Wolverhampton Polytechnic, Highbury College of Technology linked with Portsmouth Polytechnic) and with greater individual centre participation in the design and application of the programmes, are beginning to provide a much better localised provision which must affect the C&G 730 popularity, particularly for full time staff.

Short courses and self help programmes of training to meet changed needs were given the second highest priority by senior management (activities related to the needs of T.E.C. and B.E.C. for example were cited over and over again as important staff development activities). The consensus of opinion was that much staff development activity should be college based and curriculum led. A number of respondents stated that they were increasingly approaching their training needs on a consortia basis, i.e. colleges close enough to each other with common needs actually pooling their resources in jointly developed schemes.

The survey found that only a small proportion of colleges actually attempt to evaluate the outcome of course staff have taken. Surprisingly half of those who said that they did stated that they used classroom observation as the method of evaluation.

Lack of finance was seen by the majority of colleges as the major limiting factor affecting the extent of staff development activities. Finance for staff development activity must be a major consideration for the future if colleges are going to successfully respond to changed needs.

CHAPTER 7

MAJOR SURVEY : PART TWO : ANALYSIS OF REGIONAL VARIATIONS
TO THE SURVEY FINDINGS DESCRIBED IN CHAPTER SIX

1. Introduction

The attached sketch map of England and Wales shows the distribution of responses from colleges in each of the Regional Advisory Council areas. The map shows that the response rate given a reasonable balance between the different areas, with perhaps Wales being the exception at 1.6% of the total sample. (As teacher training in Wales is different, the regional structure different, and the sample size small, Wales has been omitted from the analysis). Certainly the response is considered to be substantial enough and sufficiently balanced for a global analysis of regional variation to be a worthwhile exercise. (See Table A).

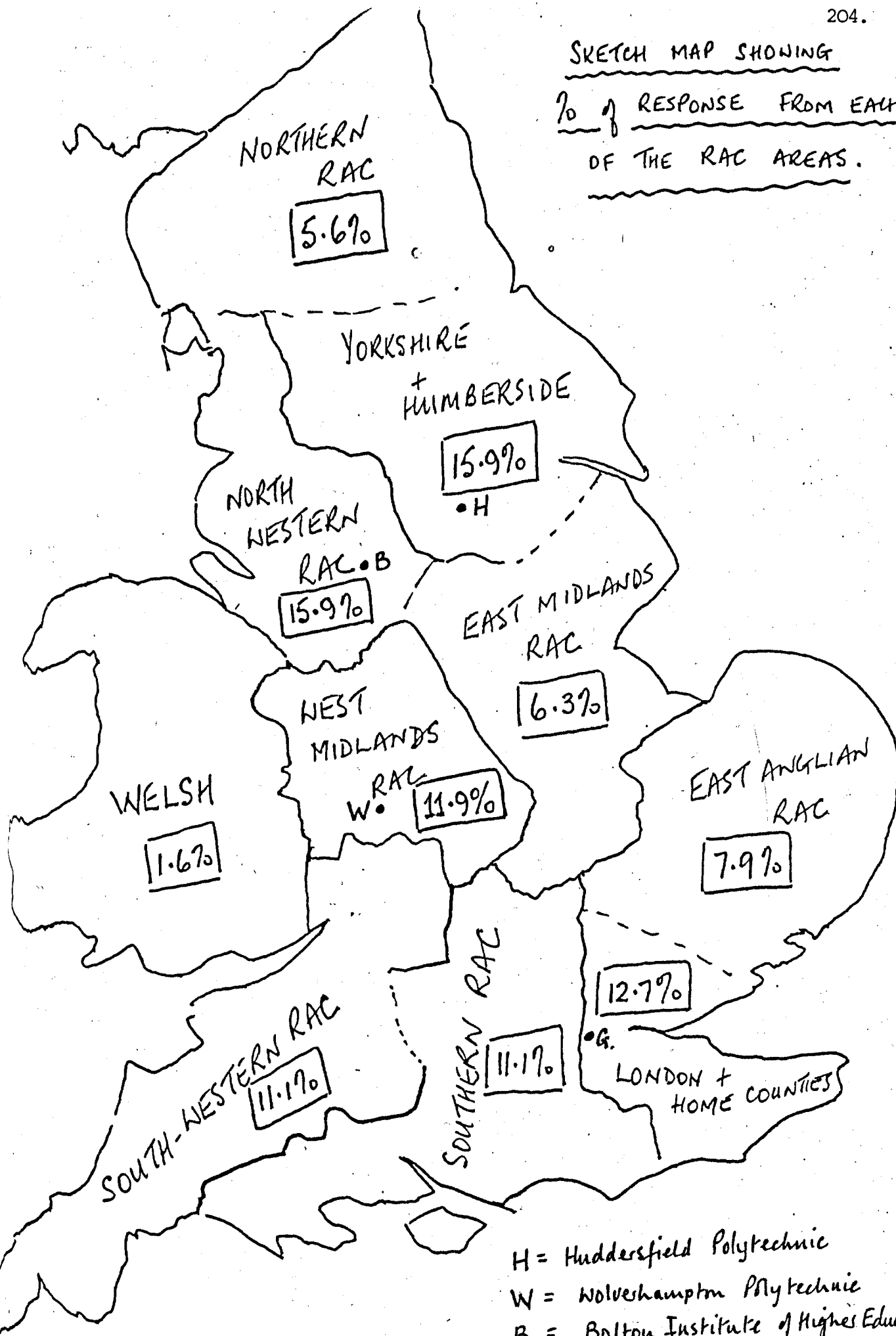
There was a variation regionally in the pattern of grading of the person completing the questionnaire. For example in five regions, namely London and Home Counties, Wales, East Anglia, Northern and Southern the questionnaire was completed by the Principal in the majority of cases. In the other regions the Vice Principal tended to be the person completing. Nothing significant can be concluded from this, it is simply an interesting statistical distribution.

2. Recruitment of New Staff

The regional response to the question of weighting applied to different aspects of a candidates background, experience and qualifications at the recruitment stage indicated a most interesting variation. No region demonstrated a variance from the conclusion that colleges do not give dominant weighting to teacher training at the recruitment stage. Where the difference appeared was the extent to which the pattern varied between regions regarding the weighting given to specialist academic, technical or professional qualifications as a dominant consideration and extent that they would give equal consideration to both issues (i.e. to teacher training as well as professional qualifications etc.).

Colleges in the West Midlands, for example, tended to say that they would give equal consideration to both specialist and teacher training

SKETCH MAP SHOWING
% of RESPONSE FROM EACH
OF THE RAC AREAS.



H = Huddersfield Polytechnic
 W = Wolverhampton Polytechnic
 B = Bolton Institute of Higher Education
 G = Garnett College.

TABLE A

NON-ADVANCED FURTHER EDUCATION INSTITUTIONS

Pattern of Further Education College distribution in England and Wales with special reference to ((i) the research sample and (ii) Number of colleges offering C&G 730 and ACP (FE)

REGIONAL ADVISORY COUNCIL	(a) ESTIMATE OF NO. OF NON ADVANCED FE INSTITUTIONS (b)	NO. IN SAMPLE	SAMPLE AS % OF TOTAL	(c) NO. OF C&G 730 CENTRES	(d) NO. OF ACP (FE) CENTRES
WALES	36	2	5.6	7	1
EAST ANGLIAN	19	10	52.6	12	2
WEST MIDLANDS	42	15	35.7	19	5
SOUTH WESTERN	31	14	45.2	25	4
NOTHERN	22	7	31.8	10	2
LONDON & HOME COUNTIES	68	16	23.5	58	4
YORKSHIRE & HUMBERSIDE	35	20	57.1	20	3
SOUTHERN	23	14	60.9	15	1
EAST MIDLANDS	29	8	27.6	16	-
NORTH WEST	46	20	43.5	28	1
TOTALS	351	126	35.9	210	21

Notes: (a) the estimate was supplied by the RAC (i.e. estimate is of institutions with less than 30% advanced work)

(b) the institutions exclude Colleges of Agriculture and Colleges of Art and Design which were excluded from the survey.

(C and D) as per the RAC course directory (note: the ACP/(FE) is an estimate, made by each RAC, of the centres registered to run the ACP who offer the Further Education option).

AREA OF CURRICULUM	WEST MIDLANDS			LONDON + HOME COUNTIES			WALES			EAST ANGLIAN			EAST MIDLANDS			NORTH WEST			NORTHERN			SOUTHERN			SOUTH WESTERN			YORKSHIRE & HUMBERSIDE.		
	SPECIALIST	TEACHER TALK.	EQUAL	SPECIALIST	TEACHER TALK.	EQUAL	SPECIALIST	TEACHER TALK.	EQUAL	SPECIALIST	TEACHER TALK.	EQUAL	SPECIALIST	TEACHER TALK.	EQUAL	SPECIALIST	TEACHER TALK.	EQUAL	SPECIALIST	TEACHER TALK.	EQUAL	SPECIALIST	TEACHER TALK.	EQUAL	SPECIALIST	TEACHER TALK.	EQUAL			
ACADEMIC AREA.	20% 133% 66.7%	25% 125% 62.5%	100%	80%	101%	101%	62.5	-	37.5	40	10	50	100	-	71.4	-	286	429	143	429	60	10	30							
TECHNICIAN/ VOCATIONAL AREA.	53.3%	-	53.3%	68.8%	-	31.3%	-	-	100%	100%	-	-	25	-	75	80	-	20	100	-	71.4	-	286	90	-	10				
CRAFT/ VOCATIONAL AREA	60%	-	46.7%	62.5%	-	37.5%	-	-	100%	100%	-	-	25	-	75	90	-	10	100	-	85.7	-	14.3	90	-	10				
NON VOCATIONAL AREA	133%	-	66.7%	37.5%	-	62.5%	100%	-	30%	40%	-	-	87.5	-	12.5	50	10	40	71	-	29	429	286	-	71.4	-	14.3	50	10	40
ADULT Education	26.6%	-	40%	37.5%	63%	25%	100%	-	30%	40%	-	-	75	-	-	60	10	30	43	-	29	71.4	-	286	60	-	25			

TABLE 1 - WEIGHTINGS APPLIED TO SPECIALIST/QUALIFICATIONS AND PROFESSIONAL TEACHING QUALIFICATIONS AT RECRUITMENT.

qualifications for most categories of staff. This was also true of London and the Home Counties area. No other Regional Advisory Council area suggested this pattern. A search of literature from the West Midlands suggests that this Regional Advisory Council has taken the issue of the professional training of teachers as a particularly important issue and have produced a considerable number of guidelines and views on the topic. They have some influential members amongst their committee structured with a distinct knowledge of Further Education training needs including some very well informed University representatives. In addition there exists a very close working relationship with Wolverhampton Polytechnic. Whether the differences in responses are due to regional pressure/advice/initiatives account for the variation is only conjecture. It would take a separate research survey to find the answer. The full range of regional responses is shown in Table 1.

3. In-Service Training

Table 2 shows that in the question of in service training of existing staff the regional pattern of response was quite consistent. Teacher training tended to have a major influence as a decision variable in colleges in all Regional Advisory Council areas. Again the West Midlands and London and Home Counties came out to be two of the three areas (Southern being the third) who would be most likely to give equal consideration to both issues.

4. Approach to decision making regarding Staff Development

Colleges in the Northern and London and Home Counties Regional Advisory Council areas demonstrated a considerably higher tendency to have a formal decision making system regarding staff development issues. Indeed the London and Home Counties Regional Advisory Council area was the only region where a majority (66.7%) of colleges said that they operated a formalised system of staff appraisal. In five Regional

QUESTION 5 : When considering in-service training for ACADEMIC STAFF, do you, in general, give most weight to:

	WEST MIDLANDS	LONDON & HOME COUNTIES	WALES	EAST ANGLIAN	EAST MIDLANDS	NORTH WEST	NORTHERN	SOUTHERN	SOUTH WESTERN	YORKSHIRE & HUMBERSIDE
SPECIALIST/PROFESSIONAL TRAINING	-	6.3%	-	-	-	-	-	-	14.3%	10%
TEACHER TRAINING	46.7%	31.2%	100%	60%	62.5%	70%	57%	42.9%	71.4%	50%
EQUAL CONSIDERATION TO BOTH	53.3%	62.5%	-	40%	37.5%	30%	43%	57.1%	14.3%	40%

TABLE 2

QUESTION 6 How would you describe your approach to decisions relating to

Staff Development

	WEST LONDON	LONDON & HOME COUNTIES	WALES	EAST ANGLIAN	EAST MIDLANDS	NORTH WEST	NORTHERN	SOUTHERN	SOUTH WESTERN	YORKSHIRE & HUMBERSIDE
FORMAL %	53.3	75	-	60	37.5	50	71	42.9	57.1	35
INFORMAL	46.7	25	100	40	62.5	50	29	57.1	42.9	67

TABLE 3

QUESTION 7 : In the case of those colleges whose answer to question 6 was FORMAL the % who had a Staff Development

Officer or Staff Development Committee or a formal system of Staff Appraisal was:

	WEST MIDLANDS	LONDON & HOME COUNTIES	WALES	EAST ANGLIAN	EAST MIDLANDS	NORTH WEST	NORTHERN	SOUTHERN	SOUTH WESTERN	YORKSHIRE & HUMBERSIDE
STAFF DEVELOPMENT OFFICER	75%	100%	-	-	66.7%	80%	60%	-	100%	100%
STAFF DEVELOPMENT COMMITTEE	75%	50%	-	66.7%	100%	100%	60%	100%	100%	85.7%
FORMALISED SYSTEM OF STAFF APPRAISAL		66.7%	-	33.3%	-	40%	-	-	25%	28.6%

TABLE 4

Advisory Council areas colleges stated that they did not operate any kind of formalised appraisal system and only a small percentage in the remaining four gave a positive response to the question. (see Table 4). Most areas seem to regard the appointment of a staff development officer as a key part of the decision making structure, although there were exceptions. In three regions the response from colleges indicated that a staff development officer appointment was less likely to occur than in the rest of England and Wales (i.e. Wales, East Anglia and Southern Regional Advisory Council areas). The greatest consensus, from amongst those colleges who stated that they operated a formal system of decision making, related to the creation of staff development committees. Apart from in Wales, a majority of colleges seemed to regard the creation of a staff development committee as an essential component of a formalised system. This evidence suggests that there is a consistent pattern of realisation throughout England (the Welsh sample was too small to judge) that perhaps there should be a significant degree of 'grass roots' involvement in the decision making process relating to staff development and that the mechanism to achieve this is a staff development committee.

The issue of shared decision making was further examined by asking colleges the specific question 'who participates in your decisions to sponsor/support staff to take the C&G 730 or A.C.P. (FE) courses'. The replies tend to support the view that the staff development committee should take a significant role alongside another participative body, namely the Academic Board (see Table 5). It is interesting to note that in the London and Home Counties and Northern Regional Advisory Council areas, where colleges indicated a higher tendency to operate a formalised approach to staff development decisions than the other regions, the Academic Board was less likely than in any other regional area to be involved in the decision making process. It seems therefore that where colleges have established a specific system of decision making and

QUESTION 15 : DO any of the following participate in your decision to sponsor/encourage individual member of staff

to take the C & G 730 or A.C.P. (FE) courses?

	WEST MIDLANDS	LONDON & HOME COUNTIES	WALES	EAST ANGLIAN	EAST MIDLANDS	NORTH WEST	NORTHERN	SOUTHERN	SOUTH WESTERN	YORKSHIRE & HUMBERSIDE
STAFF DEVELOPMENT COMMITTEE	53.3	73.5		20	N	40	29	42.9	28.6	20
ACADEMIC BOARD	40	12.5	100	40	I L	30		28.6	41.9	20
GOVERNING BODY	46.7			20	R	30		28.6	14.3	30
LOCAL EDUCATION AUTHORITY OFFICERS	46.7			20	E T	35				20
STAFF DEVELOPMENT OFFICER					U		15	14.3		
HEAD OF SCHOOL OF EDUCATION					R N			7.1		
PROFESSIONAL TUTOR									7.1	

Figures shown are percentages

TABLE 5

consultation, institutions tend not to increase the complexity of the system by allowing other bodies (such as the Academic Board) a say in the process.

The pattern of controlling body influence on the decision making process is also very interesting. Colleges in only 6 of the 10 areas stated that the Governing Body would be involved in specific staff development decisions, and in only 4 out of 10 were Local Education Authority officers involved. The Local Education Authority officer involvement tended to be restricted to those regional areas with a Midlands/North Eastern geographical bias i.e. West Midlands, East Anglian, North West and Yorkshire and Humberside.

5. Decisions regarding Staff Development Priorities

The generalised conclusion drawn in Chapter 6 that college decision making tends to be management dominant is borne out to a large extent when the regional pattern of response is examined, although there are some significant variances. Priority assessment is a policy matter and in six Regional Advisory Council areas colleges clearly regard this as a management decision issue i.e. they regard such a matter as being a decision for the Principal, or Principal plus Heads of Department. Colleges in the South Western Regional Advisory Council areas were the biggest exception to this general rule. They regard priority decision making, relating to staff development, as a staff development committee/Academic Board issue (see Table 6). The Southern Regional Advisory Council area colleges gave a more mixed response than most but with a tendency to include a committee type involvement. East Anglia was the only other regional area which tended to suggest that the Academic Board should have an important voice in the decisions taken. Very few colleges saw the Governing Body or the Local Education Authority as having a role of any consequence in such issues. Staff Development is clearly seen as a matter for internal decision making within the institution.

QUESTION 17 : Who is most influential in determining the priority weighting indicated in Question 16.

(% of Colleges Responding)

	WEST MIDLANDS	LONDON & HOME COUNTIES	WALES	EAST ANGLIAN	EAST MIDLANDS	NORTH WEST	NORTHERN	SOUTHERN	SOUTH WESTERN	YORKSHIRE & HUMBERSIDE
ACADEMIC BOARD		6.3	50	50			15	28.6	14.3	
COLLEGE PRINCIPAL	13.3	12.6	50	40	25	20		35.7	7.2	
COLLEGE PRINCIPALS AND HEADS OF DEPARTMENT	73.3	62.5		20	75	40	43	14.3	28.6	70
HEADS OF DEPARTMENT	13.3	37.5				25	29		14.3	10
STAFF DEVELOPMENT COMMITTEE	13.3	12.5		40	12.5	30		14.3	64.3	10
BOARD OF GOVERNORS		6.3								
THE LOCAL EDUCATION AUTHORITY		18.8		20					14.3	30
PROFESSIONAL TUTOR	6.6									
STAFF DEVELOPMENT TUTOR		6.3								
THE INDIVIDUAL TEACHER CONCERNED						5		7.2		

TABLE 6

In analysing the question of priority itself all colleges in all regions gave in-service teacher training via Cert.Ed. course the very top priority (see Table 7). A number of regional responses gave C&G 730 second priority (i.e. West Midlands, Wales, East Midlands and the North West), five areas gave it middle range priority and only one (East Anglia) gave it the lowest priority rating. East Anglia is the only region where colleges consistently gave the C&G 730 a fairly low rating and were very strongly opposed to its suitability for use as a training mechanism for full time staff. This may be because they have been used to having very localised centres for Cert.Ed. programmes linked with Huddersfield Polytechnic for a considerable number of years and there has not been therefore a necessity to consider the C&G 730 as an alternative. Additionally there has been a greater tendency to merge Further Education institutions with teacher training colleges in East Anglia than in the rest of the country (e.g. at Colchester, Norwich and Chelmsford) which may be an additional fact influencing their views of the C&G 730 course. All regional areas ranked the question of up-dating of subject knowledge and skills (either via short or long term courses) as a relatively high priority. It is perhaps not surprising that colleges in the non advanced Further Education sector would consistently rank the acquisition of Higher Degrees and research as relatively low priority areas (see Table 7). The surprising variation was the expressed view regarding secondment to industry/commerce etc., Only colleges from Wales and the North Regional Advisory Council areas gave the practice a middle order priority ranking. All the rest ranked secondment fairly well down the priority order. The reason for this may not be that secondment itself is not viewed as an unimportant practice, but that the practical problems in being able to make it a realistic training alternatives are so great that colleges have of necessity put it as a low order priority.

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1. The author spoke to the Secretary of the East Anglian RAC who stated it had been a regional policy for a number of years to support the Cert.Ed. and not the C&G 730, He was delighted with the findings of this survey. He said 'it proves our policy is working'.

QUESTION 16 : Please give an indication of your priorities in relation to staff in-service training
(Figure given represents the ranking using the average of response as a basis of arriving at 1-8 rank order)

	WEST MIDLANDS	LONDON & HOME COUNTIES	WALES	EAST ANGLIAN	EAST MIDLANDS	NORTH WEST	NORTHERN	SOUTHERN	SOUTH WESTERN	YORKSHIRE & HUMBERSIDE
TEACHER TRAINING VIA C&G 730 OR A.C.P. (FE)	2	4	2	7	2	2	4	4	4	4
TEACHER TRAINING VIA CERT.ED.	1	1	1	1	1	1	1	1	1	1
INCREASING STATUS OF STAFF QUALIFICATIONS i.e. MORE STAFF TO HAVE GRADUATE STATUS	5	5	6	4	6	5	3	6	5	5=
UPDATING OF SUBJECT KNOWLEDGE	4	2	3=	3=	4	3=	2=	2=	3	2
ACQUISITION OF HIGHER DEGREES	7	7	7	6	6	7	5	7	7	7
RESEARCH	8	8	8	7=	8	8	8	8	8	8
SHORT COURSES TO UPDATE SUBJECT KNOWLEDGE	3	3	3=	3=	3	3=	2=	2=	2	3
SECONDMENT TO INDUSTRY/COMMERCE etc.	6	6	3=	5	5	6	4=	5	6	5=

TABLE 7

6. In-service teacher training (Cert.Ed., C&G 730 and ACP (FE))

The Cert.Ed. (part time) undoubtedly is the most popular course of in-service teacher training for full time staff. Most colleges in all regions said that they would encourage staff to take the course. Only in three regions (the North West, Northern and South-Western) was there a negative response and then the number of college involved was extremely small (i.e. 10%, 14% and 14.3% respectively - see Table 8). In all but two Regional Advisory Council areas (East Anglia and Northern) a majority of colleges also supported and encouraged full time staff to take the C&G 730 course. These were the two most popular courses. The A.C.P. (FE) was remarkably unpopular. In fact the survey only received a positive response from colleges in three Regional Advisory Council areas (namely West Midlands, London and Home Counties and Southern) in terms of the use of the A.C.P. (FE) as a professional training route for full time staff. This positive response was in every case quite small (13.3%, 12.5% and 28.6% respectively). The sandwich course route to the Cert.Ed. i.e. with a block release structure was only moderately popular and then only in a limited number of areas. The most popular regions for the sandwich Cert.Ed. route were Wales, North West, Northern and South Western whilst some areas gave a 100% negative response i.e. East Midlands and Southern regional areas.

As far as part time staff are concerned the C&G course was by far the most popular choice by colleges in all regions. East Anglia was again one of the few regions where any no response was received. As Table 9 shows the degree of consensus regarding the value of the C&G 730 for part time staff training is quite marked among all regional areas. Again the A.C.P. (FE) was very unpopular. Positive responses were received from five regional areas only and even then the highest response was 28.6% of colleges (from the Southern region). It was very satisfying to see the extent to which colleges would support part time staff to take the part time in-service Cert.Ed. Colleges in East Anglia and the West

QUESTION 8 : Does your college encourage FULL TIME ACADEMIC staff to take the following courses of teacher training?

(% of Colleges)

	WEST MIDLANDS		LONDON & HOME COUNTIES		WALES		EAST ANGLIAN		EAST MIDLANDS		NORTH WEST		NORTHERN		SOUTHERN		SOUTH WESTERN		YORKSHIRE & HUMBERSIDE	
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
C & G 730	100	-	75	25	100	-	40	60	100	-	65	35	29	71	85.7	14.3	57.1	42.9	50	50
A.C.P. (FE)	13.3	86.7	12.5	87.5	-	100	-	100	-	100	-	100	-	100	28.6	71.4	-	100	20	80
PART TIME CERT.ED.	100	-	100	-	100	-	100	-	100	-	90	10	86	14	100	-	85.7	14.3	100	-
SANDWICH CERT.ED.	26.6	73.3	18.8	68.8	100	-	10	-	-	100	85	15	57	43	-	100	42.9	57.1	30	70

TABLE 8

QUESTION 9 : Does your college encourage PART TIME ACADEMIC STAFF to take the following courses of teacher training?

(% of colleges who responded as indicated)

	WEST MIDLANDS		LONDON & HOME COUNTIES		WALES		EAST ANGLIAN		EAST MIDLANDS		NORTH WEST		NORTHERN		SOUTHERN		SOUTH WESTERN		YORKSHIRE & HUMBERSIDE	
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
C & G 730	100	-	100	-	100	-	80	20	100	-	100	-	71	29	85.7	14.3	100	-	90	10
A.C.P. (FE)	13.3	86.7	12.5	87.5	-	100	-	100	-	100	-	100	-	100	28.6	71.4	14.3	85.7	10	80
PART TIME CERT. ED.	60	40	50	50	-	100	70	30	50	50	30	70	29	71	14.3	71.4	57.1	42.9	40	30
SANDWICH CERT. ED.	-	100	-	100	-	100	-	100	-	100	20	80	15	85	-	100	-	100	-	90

TABLE 9

Midlands gave the greatest positive response (70% and 60% respectively). Some areas gave significantly less support than others to this route of training for part time staff. The lowest levels of support were likely to come from colleges in Wales, the North West, the Northern and the Southern Regional Advisory Council areas. In some cases colleges said that they would deliberately attempt to structure the amount of weekly teaching available for the part time staff so that they would qualify for admission to the Cert.Ed. programmes. The sandwich Cert.Ed. route was regarded by colleges throughout the country as an unattractive and unpopular route for the training of part time staff.

In all Regional Advisory Council areas the most popular form of support for full time staff was release from teaching (i.e. class contact time) plus payment of fees and travelling expenses. Interviews of Principals and Vice Principals tended to indicate that for Lecturer Grade I staff the amount of class contact remission was likely to be in the order of 4 hours per week. Part time staff were rarely helped financially but counselling advice was freely available in most regions. A few colleges said that they would pay the fees of part time staff to take Cert.Ed. and C&G 730 courses. This was common practice in colleges in only 3 Regional Advisory Council areas namely Northern, Southern and Yorkshire and Humberside.

7. Support for the C&G 730 and ACP (FE) courses

Colleges were asked to indicate the reasons why they took the decision to support the C&G 730 and/or A.C.P. (FE) in relation to the professional teacher training of their full time staff rather than the Cert.Ed. As expected from the response to other questions colleges from the East Anglian and Northern Regional Advisory Council areas gave 100% response that they did not give preference to the C&G 730 or A.C.P. (FE) under any circumstances. A majority of colleges from all the other Regional Advisory Council areas (see Table 10) indicated, on quite a

QUESTION 12 : What are your MAIN reasons for supporting the C&G 730 or A.C.P. (FE) in preference to a part time Cert.Ed.

Programme?

(% of Colleges Responding)

	WEST MIDLANDS	LONDON & HOME COUNTRIES	WALES	EAST ANGLIAN	EAST MIDLANDS	NORTH WEST	NORTHERN	SOUTHERN	SOUTH WESTERN	YORKSHIRE & HUMBERSIDE
LOCAL AVAILABILITY OF THE COURSE	26.6	12.5	100		25	30		14.3	28.6	60
ATTENDANCE ROUTES MORE CONVENIENT			100		25			14.3	14.3	30
OVERALL COSTS INVOLVED		12.5			25	10			42.9	
LENGTH OF THE COURSE						10		7.2	14.3	5
ENTRY QUALIFICATION IS LESS STRINGENT					25	15				10
WE DO NOT GIVE REFERENCE TO THE C&G 730 or A.C.P. (FE)	73.3	75		100	50	80	100	71.4	57.1	45
TO FACILITATE AN EASIER TRANSITION TO CERT.ED. PROGRAMMES (e.g. Craft Staff)	13.3									

TABLE 10

significant scale, that the predominant reasons for their view was the local availability of the course (i.e. West Midlands, Wales, East Midlands, North West, South Western and Yorkshire and Humberside).

Attendance routes were significant factors in Wales, the East Midlands and South Western areas. A number of other reasons were given but only by a minority of colleges (as Table 10 shows) and no significant pattern can be detected.

Opinions relating to the C&G 730 and A.C.P. (FE) when compared with Cert. Ed. programmes varied markedly when a regionally analysis is undertaken. One consistent observation was the low ranking of the A.C.P. (FE) programme as a mechanism for the professional training of teachers. In very many cases colleges had no knowledge of the A.C.P. (FE) at all and several nil returns were received. Two regions above all seemed to have a greater knowledge than the rest namely London and Home Counties and Southern and in neither case was the A.C.P. (FE) given a very high rating in relation to the Cert.Ed. The C&G 730 on the other hand was much better received by institutions, in fact a significant number of colleges assessed the City and Guilds course as being an adequate mechanism for the professional training of teachers in Further Education and Adult Education. Table 11 shows the distribution of opinions regarding the comparison. (Note, not every college gave a response to this question, therefore the percentages do not add up to 100% in every case). Opinion was more divided on the question of whether or not the C&G 730 is better matched to local needs. Some colleges in the West Midlands for example, thought very strongly that it was, as did respondents from Yorkshire and Humberside. Others strongly disagreed (e.g. colleges in the London and Home Counties, Wales, East Anglia, North West and South Western Regional Advisory Council areas). Among those colleges who disagreed with the view, expressed an opinion that the post Haycock I (D.E.S. circular 11/77)

approach to the Cert.Ed. training pattern, which increased college

QUESTION 13.1 : What is your view of the C&G 730 IN RELATION TO THE CERT.ED?

'The C&G 730 is a perfectly adequate mechanism for the professional training of teachers in Further Education/Adult Education'

STRONGLY AGREE	AGREE	PARTIALLY AGREE	DISAGREE	STRONGLY DISAGREE	
		26.6	40		WEST MIDLANDS
	12.5	25	66.7	6.3	LONDON & HOME COUNTIES
		100			WALES
		50	20	10	EAST ANGLIAN
		75			EAST MIDLANDS
	5	20	35	5	NORTH WEST
		29	15	15	NORTHERN
14.3	14.3	57.1	14.3		SOUTHERN
14.3	42.9	28.6	14.3		SOUTH WESTERN
	10	50	30		YORKSHIRE & HUMBERSIDE

% of colleges responding

TABLE 11

Question 13.2 : What is your view of the A.C.P.(FE) in relation to the
Cert.Ed?

'The A.C.P.(FE) is a perfectly adequate mechanism for the professional training
of teachers in Further Education/Adult Education'

STRONGLY AGREE	AGREE	PARTIALLY AGREE	DISAGREE	STRONGLY DISAGREE	
---	---	NIL RETURN	---	---	WEST MIDLANDS
		25	25		LONDON & HOME COUNTIES
---	---	NIL RETURN	---	---	WALES
---	---	NIL RETURN	---	---	EAST ANGLIAN
---	---	NIL RETURN	---	---	EAST MIDLANDS
		20		10	NORTH WEST
		15		15	NORTHERN
		28.6			SOUTHERN
		14.3	35.7		SOUTH WESTERN
		20			YORKSHIRE & HUMBERSIDE

% of colleges responding

TABLE 12

QUESTION 13.3 : What is your view of the C&G 730 in relation to the Cert.Ed.
 'The C&G 730 course is better matched to the local needs than the Cert.Ed.
 offered by the Colleges of Education Technical'

STRONGLY AGREE	AGREE	PARTIALLY AGREE	DISAGREE	STRONGLY DISAGREE	
13.3	33.3	13.3	26.6		WEST MIDLANDS
		12.5	66.7	25	LONDON & HOME COUNTIES
			100		WALES
		20	40		EAST ANGLIAN
	25	50			EAST MIDLANDS
	10	5	40	10	NORTH WEST
		29	15	15	NORTHERN
	7.2	42.9	21.4		SOUTHERN
	14.3	28.6	42.9	14.3	SOUTH WESTERN
30	30	20	20		YORKSHIRE & HUMBERSIDE

% of colleges responding

TABLE 13

QUESTION 13.4 : What is your view of the A.C.P.(FE) in relation to the Cert.Ed?

'The A.C.P.E.(FE) course is better matched to the local needs than the Cert.Ed's offered by the Colleges of Education Technical'

STRONGLY AGREE	AGREE	PARTIALLY AGREE	DISAGREE	STRONGLY DISAGREE	
---	---	NIL RETURN	---	---	WEST MIDLANDS
		12.5	25	12.5	LONDON & HOME COUNTIES
---	---	NIL RETURN	---	---	WALES
---	---	NIL RETURN	---	---	EAST ANGLIAN
---	---	NIL RETURN	---	---	EAST MIDLANDS
		20		10	NORTH WEST
			15	15	NORTHERN
		21.4	14.3		SOUTHERN
		14.3	14.3	21.4	SOUTH WESTERN
		10	25		YORKSHIRE & HUMBERSIDE

% of colleges responding

TABLE 14

QUESTION 13.5 : What is your view of the C&G 730 in relation to the Cert.Ed?

'The C&G 730 has a less theoretical content and more emphasis on practical classroom skills'

STRONGLY AGREE	AGREE	PARTIALLY AGREE	DISAGREE	STRONGLY DISAGREE	
13.3	60	13.3	13.3		WEST MIDLANDS
	37.5	12.5	25	12.5	LONDON & HOME COUNTIES
			100		WALES
	20	20	20		EAST ANGLIAN
	75				EAST MIDLANDS
	30	30	10	10	NORTH WEST
	29	29	29		NORTHERN
35.7	28.6	28.6	14.3		SOUTHERN
	57.1		28.6		SOUTH WESTERN
30	30	20	20		YORKSHIRE & HUMBERSIDE

% of colleges responding

TABLE 15

QUESTION 13.6 : What is your view of the A.C.P.(FE) in relation to the Cert.Ed?

'The A.C.P.(FE) has a less theoretical content and more emphasis on practical classroom skills'

STRONGLY AGREE	AGREE	PARTIALLY AGREE	DISAGREE	STRONGLY DISAGREE	
		13.3			WEST MIDLANDS
	12.5	25		12.5	LONDON & HOME COUNTIES
-----	-----	NIL RETURN	-----	-----	WALES
-----	-----	NIL RETURN	-----	-----	EAST ANGLIAN
-----	-----	NIL RETURN	-----	-----	EAST MIDLANDS
		20		10	NORTH WEST
	15		15		NORTHERN
		42.9			SOUTHERN
	14.3		21.4		SOUTH WESTERN
	10	10	10		YORKSHIRE & HUMBERSIDE

% of colleges responding

TABLE 16

Participation in respect of content, method and control was transforming the usefulness and validity of Cert.Ed. programmes in terms of local needs. In many cases the C&G 730 had been built into the Cert.Ed. model as a part 1 component which made the suggested comparison erroneous. In addition the increase in the number of centres being validated to offer C.N.A.A. and Cert.Ed. programmes for serving full time teachers in Further Education was also having an effect on opinions regarding the C&G 730. The greatest positive consensus opinion amongst the regions was the colleges response to the view that the C&G 730 has a less theoretical content and more emphasis on practical classroom skills. A minority of colleges only disagreed with this statement (even from the East Anglian and Northern Regional Advisory Council areas). Many colleges remarked on the value of the C&G 730 as an initial course of training to provide a basic 'survival kit' to be followed up by a more in depth look at education via a Cert.Ed. Many stressed the value of the C&G 730 being provided on the spot where the training could be linked to an individuals specific timetable. Some colleges remarked on the ease with which teacher training could be facilitated when the individual institution controlled both the teachers timetable and the course of professional teacher training. Control of both these two variables enables the facilitation process a good deal easier. In addition response to the problems/difficulties being encountered by an individual teacher can be more quickly detected and action taken where the college is either responsible for, or participating in, the teacher training process.

8. Identification of staff needing to undertake teacher training courses

A small number of colleges from only two regions (namely London and Home Counties and the North West) said that they operated a system of structured performance appraisal. (See Table 17). A significant number of other colleges from almost all Regional Advisory Council areas said that they operated a somewhat informal system of performance appraisal. About

QUESTION 14 : How do you identify people as needing to take a course of professional teacher training?

% of colleges responding

	WEST MIDLANDS	LONDON & HOME COUNTIES	WALES	EAST ANGLIAN	EAST MIDLANDS	NORTH WEST	NORTHERN	SOUTHERN	SOUTH WESTERN	YORKSHIRE & HUMBERSIDE
WE OPERATE A STRUCTURED SYSTEM OF PERFORMANCE APPRAISAL		25				10				
WE OPERATE A RATHER INFORMAL SYSTEM OF PERFORMANCE APPRAISAL	33.3			20	25	10		42.9	28.6	20
WE RELY LARGELY ON THE RECOMMENDATIONS OF THE HEADS OF DEPARTMENT	13.3	25		20	25	40		28.6	50	35
WE HAVE A GENERAL POLICY GOAL OF GETTING ALL STAFF TEACHER TRAINED	86.7	75	100	80	100	85	100	85.7	57.1	90
WE REALLY LEAVE THE INITIATIVE TO THE INDIVIDUAL MEMBERS OF STAFF						15		14.3	50	25

TABLE 17

the same distribution said that they relied heavily on the opinions of Heads of Department. The greatest consensus of opinion amongst all colleges, from all Regional Advisory Council areas, was that they all had a general policy goal of getting all staff teacher trained. One interesting exception to the overall pattern of opinion was that expressed by 50% of the colleges drawn from the South Western Regional Advisory Council area, who said that they left the initiative in the hands of the individual member of staff concerned. This view correlates very closely with the view of colleges from this region relating to how decisions and priorities relating to staff development were made (see Table 6). In the South Western area 64.3% of colleges felt that the staff development committee was a most influential body in determining priorities which suggests a high degree of recognition of 'grass roots' or, in other words individual staff involvement in the decision making process.

9. Evaluation of Staff Training

Only a minority of colleges said that they operated a system to evaluate the training courses staff had taken. The pattern between the regions, however, was not consistent. No college in either the East Midlands or Northern Regional Advisory Council areas stated it operated any system of evaluation at all. The West Midlands, East Anglian, South Western and Yorkshire and Humberside regions contained a small percentage of colleges who attempted formal evaluation but by far the most positive response was received from colleges in two regions London and the Home Counties and the North West (Wales has been excluded from the analysis because of the smallness of the sample (see Table 18).

These same two regions demonstrated the widest use of a range of techniques. In the London and Home Counties Regional Advisory Council area for example 25% of colleges used pre-course and post-course questionnaires, 18.8% observation of classroom performance. 25% structured pre-course and post-course interviews and 12.5% report/appraisal form on

QUESTION 18 : Do you operate a formal system to EVALUATE THE COURSES which your staff have undertaken

YES	13.3	50	100	20	-	40	-	28.6	14.3	10
NO	86.7	50	-	80	100	60	100	71.4	85.7	90

Figures are percentages

TABLE 18

completion of the course by the individual teacher. Surprisingly perhaps colleges from five Regional Advisory Council areas said that they attempted appraisal on the basis of classroom performance observation. Structured pre-course and post-course interviews were used more widely than many commentaries tend to indicate (even though the use is very obviously in the minority of cases). The full distribution of responses is indicated in Table 19. The lack of evaluation must reflect the generally contentious issue of staff appraisal which has been more fully discussed in earlier chapters.

10. Factors limiting Staff Development activity

By far the biggest single factor limiting the extent of staff development activity was seen as the lack of available finance. There were two exceptions to this general pattern. In the East Anglian Regional Advisory Council areas colleges translated the problem more into terms of staff cover than basic finance, although one is obviously a function of the other. The only region in which colleges indentified no serious limiting factor was the Norther Regional Advisory Council area. Whether this reflects the extent of in-service training activity taking place, the level of awareness, the method of budgetting or a general apathy towards the need is unknown. In all other Regional Advisory Council areas finance and staff cover problems were seen as the two biggest limiting factors affecting the level of in-service training activity.

Colleges in three Regional Advisory Council areas identified staff attitude as a problem. Table 20 indicates that 20% of colleges in the North West, 42.9% in the South West and 30% in Yorkshire and Humberside saw staff unwillingness to participate in the training being offered as a major limiting factor. There is an implication here of lack of participation in the decision making process. This is the major criticism of the management model i.e. that lack of provision for individuals to be able to contribute to their own professional developments has a tendency

Question 19 - If the answer to question 18 was YES, what form does this format evaluation take?

	WEST MIDLANDS		LONDON & HOME COUNTIES		WALES		EAST ANGLIAN		EAST MIDLANDS		NORTH WEST		NORTHERN		SOUTHERN		SOUTH WESTERN		YORKSHIRE & HUMBERSIDE	
	% YES	% TOTAL	% YES	% TOTAL	% YES	% TOTAL	% YES	% TOTAL	% YES	% TOTAL	% YES	% TOTAL	% YES	% TOTAL	% YES	% TOTAL	% YES	% TOTAL	% YES	% TOTAL
PRE-COURSE + POST-COURSE QUESTIONNAIRES	-	-	50	25	-	-	50	10	-	-	25	10	-	-	50	14.3	-	-	-	-
OBSERVATION OF CLASSROOM PERFORMANCE	-	-	37.5	18.8	50	50	50	10	-	-	50	20	-	-	50	14.3	-	-	-	-
STRUCTURED PRE-COURSE + POST-COURSE INTERVIEWS	100	13.3	50	25	50	50	50	10	-	-	25	10	-	-	-	-	-	-	100	10
ALLOCATION OF NEW TASKS/ROLES	-	-	-	-	-	-	-	-	-	-	-	-	-	-	50	14.3	-	-	-	-
REPORT ON COMPLETION OF COURSE / APPRAISAL FORM	-	-	25	12.5	-	-	-	-	-	-	25	10	-	-	-	-	100	14.3	100	10

Figures are percentages

TABLE 19

QUESTION 20 : What are the main reasons preventing your organisation from supporting the in-service training that you feel is important and necessary?

	WEST MIDLANDS	LONDON & HOME COUNTIES	WALES	EAST ANGLIAN	EAST MIDLANDS	NORTH WEST	NORTHERN	SOUTHERN	SOUTH WESTERN	YORKSHIRE & HUMBERSIDE
LACK OF FINANCE	93.3	50	100	20	100	80	29	71.4	85.7	50
LACK OF SUFFICIENT STAFF COVER	53.3	25		80	12.5	20		14.3	28.6	50
UNWILLINGNESS OF THE STAFF TO PARTICIPATE IN THE TRAINING						20			42.9	30
TRADE UNION DIFFICULTIES										
LOCAL EDUCATION AUTHORITY CONDITIONS	20					10		7.2	28.6	
LACK OF AWARENESS OF THE NEED						5		7.2		

Figures are percentages

TABLE 20

to alienate the individual concerned often resulting in his/her unwillingness to participate in the training opportunities presented. But there is a degree of confusion in what the evidence may be revealing. For example colleges in the South Western Regional Advisory Council area demonstrated the greatest propensity towards democratic decision making (i.e. 64.3% of colleges identified the staff development committee as a major decision making agent) and yet colleges in this same region identify the greatest proportion of institutions (42.9%) who see an unwillingness of the staff to participate in the training opportunities presented to them as a significant limiting factor.

11. Summary and Observations

1. On most issues there was a degree of consensus of opinion between the responses received from colleges in each of the Regional Advisory Council areas. No region, for example, broke away from the dominance of qualifications and experience in the required academic discipline/vocational area over professional teacher training at the recruitment stage. Similarly the pattern of opinion relating to in-service training was also fairly consistent. Professional teacher training via Cert.Ed. programmes was universally seen as a high priority need as was professional up-dating of knowledge and skill.
2. Opinions relating to the C&G 730 tended to show some marked extremes of opinion when compared on a regional basis. For example, colleges in the East Anglian Regional Advisory Council area, tended to rank the course very lowly as a suitable medium for the professional training of full time staff. There are a possible number of reasons for this in that East Anglia, being somewhat remote in large areas from major centres of population, has had Cert.Ed. out-stations linked with Huddersfield Polytechnic for a number of years which may have made localised Cert.Ed. provision almost as attractive as College based C&G 730 courses. There has also been the tendency in East Anglia for College of Education to merge

with Non-Advanced Further Education institutions perhaps to a greater extent than elsewhere in the country.

3. Some areas tended to have more formalised decision making systems than others. Two Regional Advisory Council areas appeared to have a greater degree of formalisation than the others, namely London and Home Counties and Northern Regional Advisory Councils. Colleges in the London and Home Counties areas demonstrated a remarkably higher propensity for formal staff appraisal systems than elsewhere in England and Wales. The greatest consensus of opinion between the regions was that a formal system must include the creation of a staff development committee. A majority also agreed that the creation of a staff development officer post was an important aspect. Few colleges, apart from in the London and Home Counties Regional Advisory Council area, had any system of formal staff appraisal.

4. Where colleges had created a staff development committee most considered it a major part of the decision making structure relating to staff development decisions. Indeed a marked number considered that such a committee should have a major role in the determination of staff development priorities. Where colleges had created staff development committees they then tended to exclude the Academic Board from the decision making model. This was particularly apparent from the responses of colleges in London and the Home Counties and the Northern Regional Advisory Council areas.

5. Local Education Authority and Governing Body involvement in staff development decision making was consistently low. The consensus of opinion appears to be that staff development issues should be regarded as issues internal to the individual institution and that limited involvement of the Governors or Local Education Officers is necessary.

6. Colleges in a majority of regions regard staff development policy and the assessment of priority a management matter. Most regard the Principal and Heads of Department collectively as the body most influential in determining staff development priorities. A small number of exceptions appeared, the most noticeable being colleges in the South Western Regional Advisory Council areas who regard staff development policy as being a major matter for the staff development committee/academic board to decide.

7. The A.C.P. (FE) qualification was shown to have a very low currency in the profession. Few colleges gave it a positive rating on any dimension and a large number simply pleaded ignorance of it.

8. The City and Guilds 730 tended to have a fairly good opinion rating in most areas as a suitable training medium for both full time and part time staff. The most significant exception was again East Anglia. The most popular route for the training of full time staff was the in-service part time Cert.Ed. course and the City and Guilds 730 was considered the most appropriate for part time staff.

9. There is a growing tendency to incorporate the City and Guilds 730 into part of the structure of the new 'Haycocks' type model for Cert.Ed. courses. (The City and Guilds 730 being recognised in many cases at the induction component).

10. Only a minority of colleges said that they attempted to evaluate the effectiveness of programmes of training undertaken by their staff. The 'worst' example came from colleges in the East Midlands and Northern Regional Advisory Council areas where no college at all said it attempted course evaluation. London and the Home Counties and the Northern Regional Advisory Council areas gave the greatest evidence of positive response. In the case of London and the Home Counties the response correlates with the disproportionately high percentage of colleges operating a formal staff appraisal system.

CHAPTER 8

MAJOR SURVEY : PART THREE : SURVEY OF STUDENT OPINIONS OF THE C&G 730 AND ACP (FE) COURSES

1. Research Design :

1.1 A selection of colleges who run the C&G 730 and A.C.P. (FE) courses were chosen. The selection was not random but reflected an opportunist sample where the author knew either the Principal, Vice Principal, Head of Department or Course Tutor personally. Eleven colleges participated. The author asked the colleges to distribute the questionnaire to existing students and also to students who had completed either the C&G 730 or A.C.P. (FE) courses in the immediate preceding years i.e. Summers of 1978, 1979 and 1980. In this way approximately 500 questionnaires were distributed. 388 were completed and returned giving a success rate of 77.6%.

1.2 The questionnaire design followed the same general principle described for the construction of the management survey (see Chapter 6). The response rate was good for a number of reasons. Firstly the author included a stamped addressed envelope for each respondent. Secondly the questionnaire was sent to them by the known course tutor, which made the exercise more of a personal nature. Thirdly the focus of study related to a course the respondents were taking or had recently completed which presumably they, for the most part, had a personal commitment to and interest in.

1.3 The questionnaire was designed to determine a view of how students became aware of the course, how and by whom they were counselled, the main reasons for taking the course, how individuals obtained information about the course, how relevant and useful they found it to be and what degree of tangible support they received.

The questionnaire was also designed to relate to the management questionnaire and to some extent to compare the perceptions of individual staff members with those of their more senior colleagues. In particular the management's role in the decision making process was a focus of this study.

2. Analysis of Questionnaire Responses

2.1 Overall Profile

By far the greatest majority of respondents were taking or had taken the City and Guilds 730 Course (91.8%). All the respondents who had taken the A.C.P. (FE) course were all from one college situated in the North Staffordshire area. This college had a department with a major interest in teacher education and in addition to the A.C.P. (FE), the A.C.P., L.C.P., and Diploma in School Management Studies were also offered. Full time staff, who had no formal teacher training qualifications, were encouraged to take either the C&G 730 or A.C.P. (FE) courses. One department in particular favoured the A.C.P. (FE) course. The reason was quite plain to see. The C&G 730 was offered by a competing department and the department concerned offered the A.C.P. (FE). In terms of recognition both courses were well thought of by staff in this particular college. The college has been appointed an extra mural centre for the newly designed Cert.Ed., (C.N.A.A.) offered by Wolverhampton Polytechnic.

2.2 How the Respondents became aware of the Course

Two variables were far more influential than any other in bringing the courses to the attention of the individuals concerned. 33% of respondents had heard about it from a friend or colleague and 30.9% were advised about it by a college manager (e.g. Principal or Head of Department). This 30.9% is important. Over 40% of the respondents had not yet achieved either a part time or full time

teaching post which means that, in effect, 44.8% of respondents with an active teaching post had been advised of the C&G 730 or A.C.P. (FE) courses by a college manager. This suggests a significant level of managerial initiative and correlates very positively with the conclusions drawn in chapter 6. In addition other college based agencies were also of influence such as Adult Education organisers, C&G 730 course tutors and full time Further Education staff, which collectively suggests a degree of corporate interest in the professional training process.

Figure I illustrates the range of variables which were identified by respondents as being influential in their becoming aware of the existence of the courses. The surprising factor to emerge is the relatively poor effect of advertising as a mechanism for 'selling' the courses.

2.3 The Decision to take the Course

Just under half of the respondents (48.5%) said that a third party had been involved in the actual decision to enrol on the course. Of this number two sources of advice were very much more influential than the rest. By far the greatest number of those who had discussed the matter with another person had done so with the College Head of Department and the second most influential person was the C&G 730 course tutor. These responses again suggest a considerable level of organisational involvement. This is of even more importance when it is remembered that a large number of respondents were not in the employ of a college. A small percentage of individuals identified a range of other people who were involved in the decision to enrol on the C&G 730 or A.C.P. (FE) course. This range included work colleagues, the College Principal, the Staff Development Officer, Adult Education organisers and Local Education Authority Officers. This range is illustrated in Figure 2.

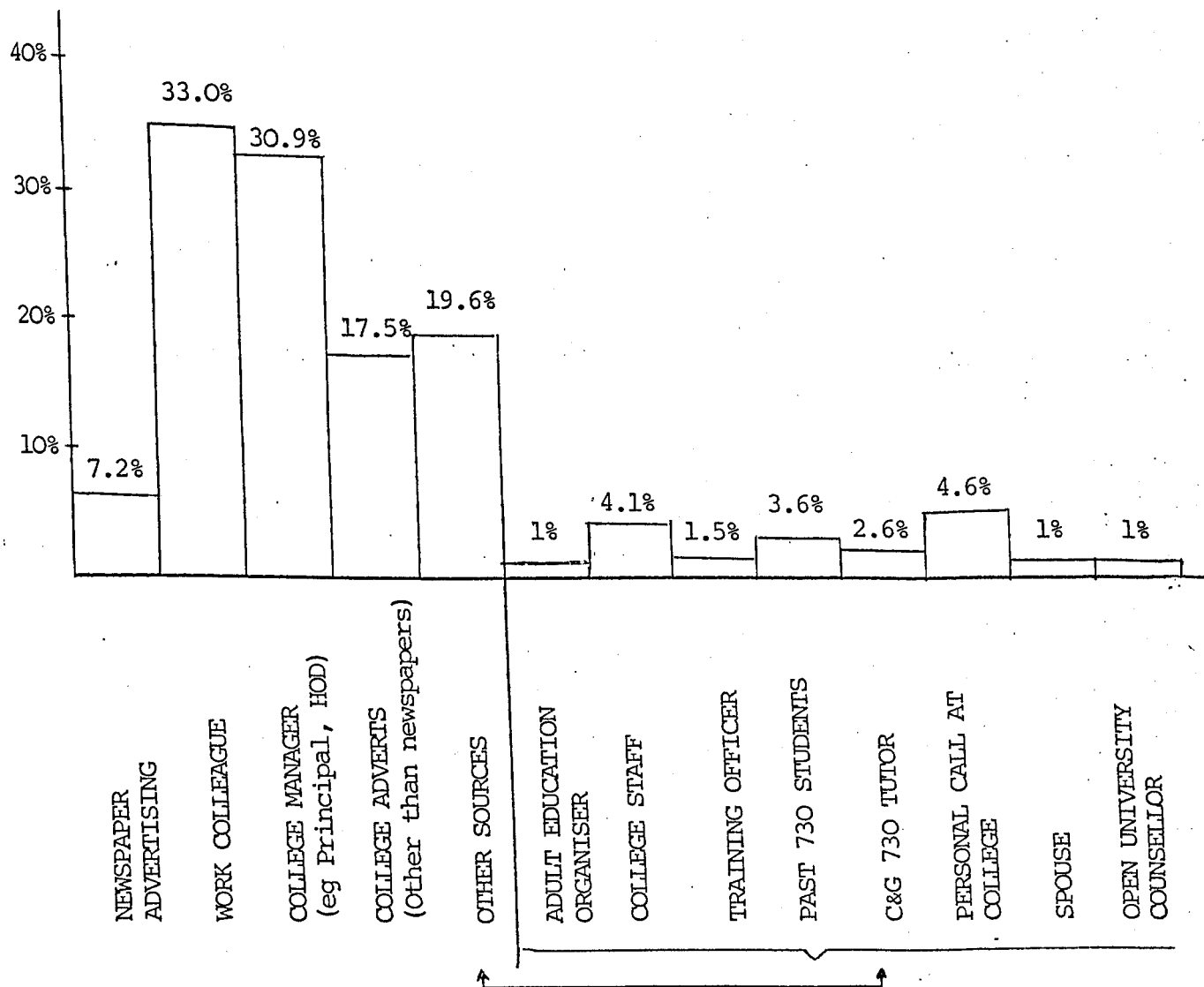


FIGURE I - Methods by which individuals became aware of the C&G 730/ACP (FE) Courses

48.5% of respondents who stated they had a third party involved with them in their decision to take a C&G 730 (ACP(FE) course the third party involved was:

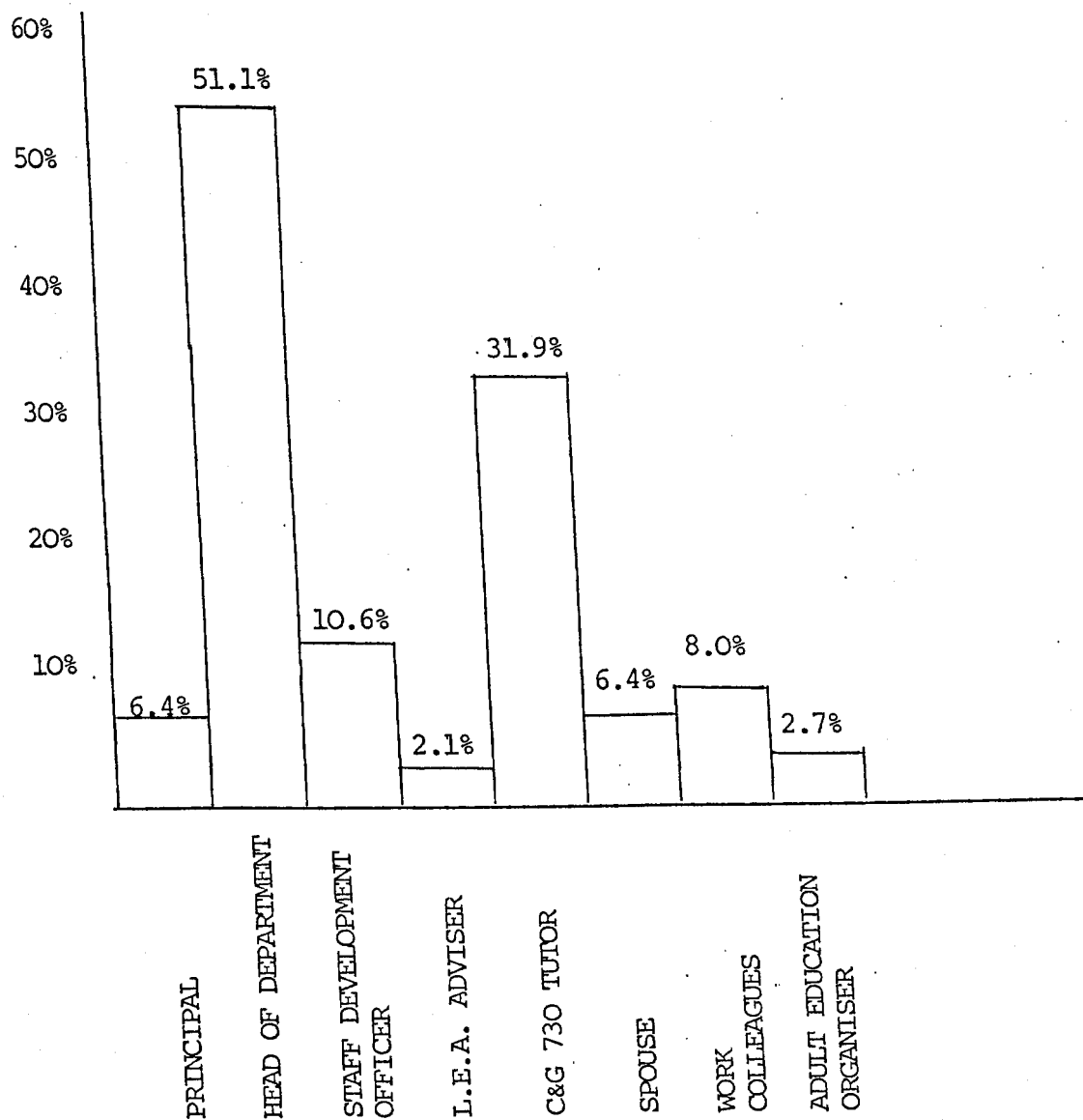
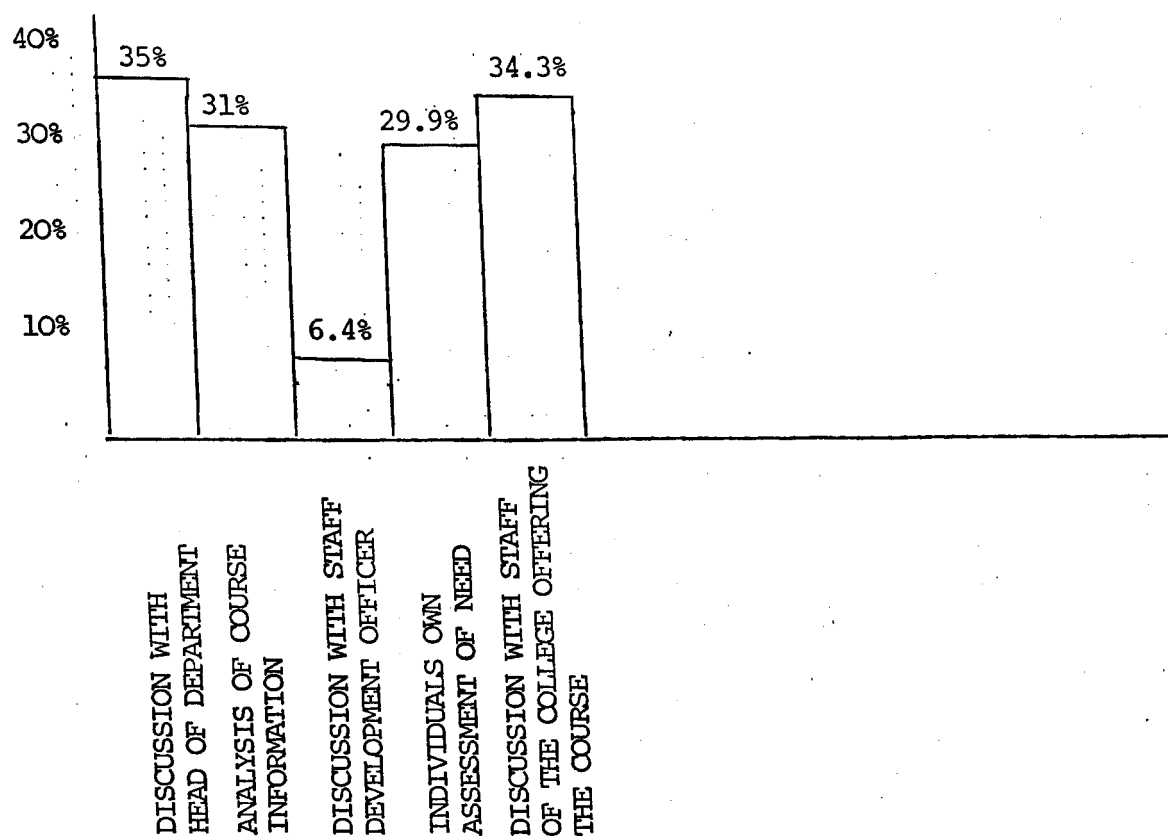


FIGURE 2

When the decision making process was examined more closely it became apparent that an even larger number of respondents had actually discussed the appropriateness of the courses in relation to their needs with a third party. In this respect 35% of respondents stated that they had discussed the course with a Head of Department as a preliminary to enrolment. A further 34.3% had discussed the matter with specialist college staff and 6.4% with a staff development officer. This means that 75.7% of all respondents had had discussions with either a senior college manager or specialist staff development personnel during the process of reaching the decision to enrol on the course. A fairly large proportion (29.9%) had come to the decision based on their own assessment of need. This distribution can be expressed diagrammatically, see Figure3.

FIGURE 3

By what means did you determine that the course was relevant to your needs?



2.4 Course Information/Counselling as a Decision Variable

A very large percentage (90.7%) of respondents stated that they had obtained full information about the nature and content of the course prior to enrolment. The most influential document in this respect proved to be college leaflets specifically prepared for the purpose (47.4% of respondents said they had obtained their information this way). The college prospectus was also regarded by a large number of respondents (30.9%) as a satisfactory means of obtaining the information required. A further 21.6% said they had obtained or been given explanatory leaflets published by the City and Guilds of London Institute or the College or Preceptors. These were the three major routes by which individuals obtained information. A smaller number obtained information by other routes. Some discussed the course (3.1%) with people who had previously taken the C&G 730 or A.C.P.(FE) courses, a sizeable number stated that they obtained all their information from the relevant course tutor (10.3%) 4.1% said they had attended a preliminary course meeting where the course was fully explained and only 1% said that they had received direct information from their Head of Department.

When questioned further about the nature of the information they had in fact obtained, a very large proportion of respondents indicated that they had received an explanation of the aims and objectives of the course (85.6%) and the required entry qualifications (60.8%). A little over half (55.4%) had received some detail of curriculum content but only 41.2% had any idea of the assessment process to which they would be subjected. An even smaller number (25.5%) had any knowledge of the teaching methods that would be adopted. The conclusion drawn from this response is that most individuals, at the pre-course stage, are more concerned with answers

to the questions 'What?' rather than 'How?' in terms of course information i.e. what does the course aim to do? What range of issues does the course cover? What entry qualifications are needed? In what ways will the course prepare me for a job (full time or part time) in Further Education? These are the types of questions most seem to ask. In fact the majority were satisfied with the information supplied to them at the pre-enrolment stage (i.e. 29.9% said that course information was full and comprehensive, 20.6% said more than adequate and 30.9% described it as adequate).

A small number of respondents were however dissatisfied with the extent of course information supplied to them (9.3%). A little over half of this small group (54.3%) asked for further information and 50.5% actually discussed the matter more fully with a third party. The greatest number (63.3%) discussed the course with a friend or colleague who had previously taken it to seek their opinions and guidance. Almost half (46.9%) discussed the course more fully with a Head of Department or Adult Education Organiser and 12.2% discussed it with a Staff Development Officer.

It is obvious from the way individuals responded to this issue of pre-course information that in the vast majority of cases they had themselves taken the initiative in the first instance. Very few of them had been counselled by senior management in the sense of an initial suggestion to the individual that, in managements opinion, they would benefit by taking the course (but individuals acknowledged that Heads of Department had informed them of the existence of the course see 2.2). Once an individual had formed the opinion himself/herself (i.e. that the course would be of benefit to them) then there was a major involvement of management in the decision making process thereafter. This finding does not correlate positively with the views expressed by college management (see chapter 6). The suggestion

in the management survey was that the initiative (in terms of staff counselling) in a large number of cases was, in fact, management based not individual based. This survey did not support this view. However, there was a positive correlation between the two surveys in terms of managements involvement in the actual decision process. In fact 35% of respondents stated that they had fully discussed the appropriateness of the course, in relation to their needs, with a Head of Department or equivalent, and a further 6.4% had discussions with a staff development officer.

There was support for the Hannaford view expressed in chapter 4, that staff development is likely to be far more effective if the individuals themselves make their own staff development decisions based upon a reflexive assessment of their own needs. In this survey 29.9% said they had chosen to take the course based upon their own individual assessment of the strengthes and weaknesses of their own performance as teachers. A further 31% stated that they had decided to take the course based upon their assessment, as individuals, of the printed information provided in course leaflets and prospectus.

2.5 Reliability of Course Information

A very high percentage (54.1%) of respondents stated that, in their opinions, the course had fulfilled the expectations they had formed based on the pre-course information obtained. A further 25.8% stated that the course information was a satisfactory explanation of what they had later found out by actually taking it, but there were some omissions and a further small group (4.1%) described the omissions as major. These results are quite gratifying. They imply that the majority of students do not feel misled or 'cheated' by the pre-course salesmanship. This view is further borne out by the respondents evaluations of the courses they had taken.

2.6 Evaluation of the C&G 730/ACP (FE) Courses

(i) 156 individuals (i.e. 40.2% of the total sample) had enrolled on the C&G 730 as a means of preparing themselves to be able to apply for a part time or full time post in Further Education. This did not apply to the A.C.P. (FE); all the individuals enrolled on this course were already employed in Further Education and a majority were in a full time capacity. It is interesting to note that the A.C.P. (FE) respondents demonstrated a markedly higher incidence of management involvement in the decision process than in the rest of the sample. Over 70% of the A.C.P. (FE) individuals concerned had actually been advised to take the course by the Head of Department. A large proportion of the A.C.P. (FE) respondents were employed in the same department in a large college and this department offered the A.C.P. (FE) course and not the C&G 730. It is not an unreasonable conclusion, therefore, that this department would be very interested in the level of its A.C.P. (FE) enrolments and the Head particularly motivated to ensure viable teaching groups. (The author did carry out a personal investigation of the unusual pattern being demonstrated by the A.C.P. (FE) response. He found that the college concerned was very large and most of the enrolments on this particular course came from staff in a particularly large grade 6 department where a very large proportion of the staff were not professionally trained as teachers. The Head of Department in question was a dynamic leader and a bit of a 'buccaneer' in the way he approached course development. He had very good staff relationships and most of them would take his advice on a wide range of professional issues. It is not surprising that a large proportion enrolled on the A.C.P. (FE) as a result of his advice!)

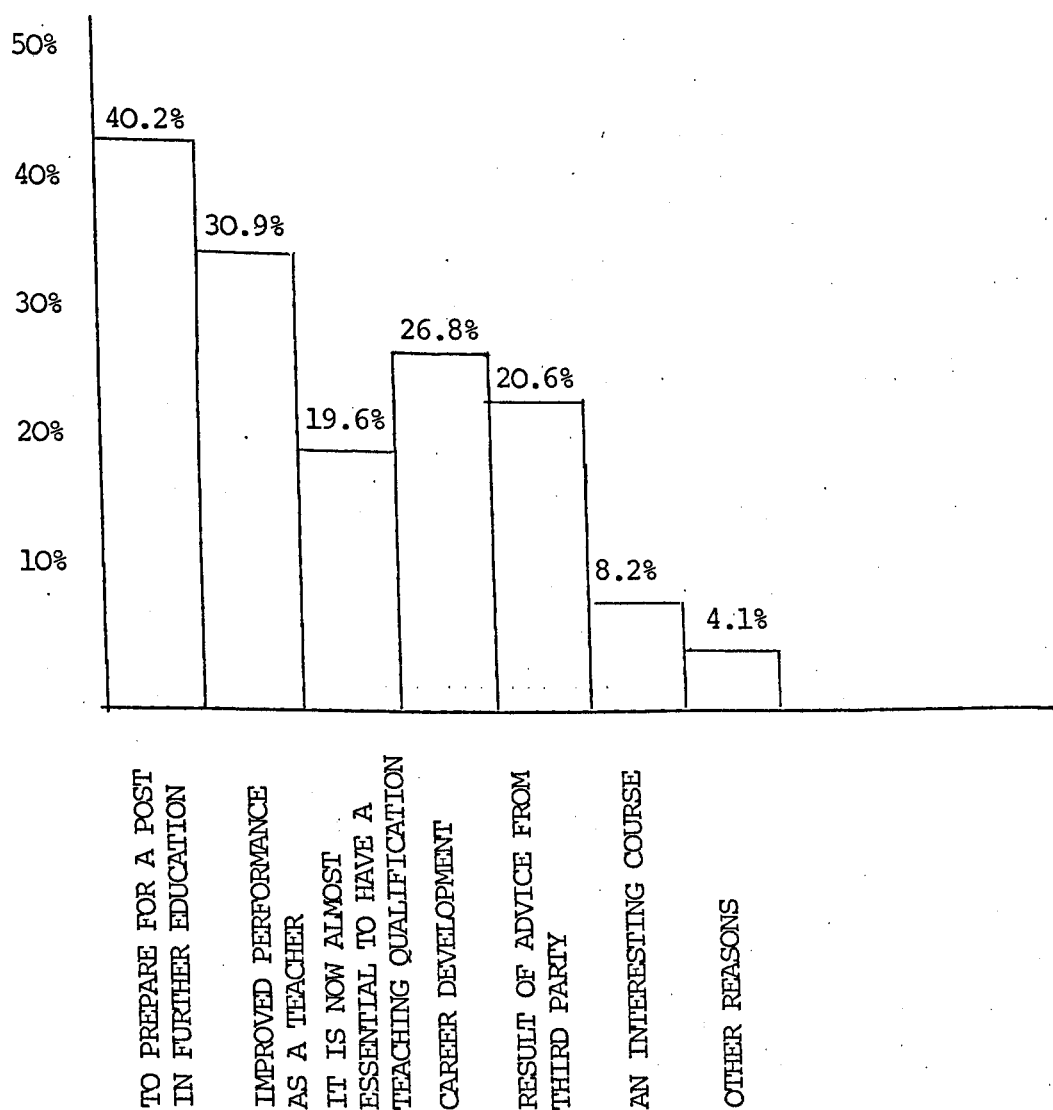
(ii) a sizeable proportion of respondents (30.9%) had decided to enrol on the course as a means of improving their performance as teachers. Figure 4 illustrates the range of other factors individuals identified as the reasons why they decided to take the course. Amongst these 13.4% said that the Head of Department had advised them. If the A.C.P.(FE) response is isolated only 6.2% of C&G 730 students said that they had taken the course on the advice of a Head of Department (or equivalent). Two other facets of this particular response are interesting. Almost one fifth (19.6%) of respondents stated that they thought it would be difficult to secure or even retain a post (part time) without at least a C&G 730 certificate. Perhaps even more surprising is the fact that slightly more than a quarter of individuals (26.8%) saw the C&G 730 or A.C.P.(FE) as an important pointer in career progression within full time teaching. This view is not unreasonable considering the management response, to the C&G 730 course in particular, described in chapter 6.

(iii) A very large proportion of respondents gave a positive evaluation of both courses. A little over one third (36.9%) said the course attained the objectives described in the pre-course information almost completely. A second group of almost equal size (73.4%) said that the courses realised 75% of the stated objectives and a further 10.4% rated the value as 50%. A very small proportion of respondents were unhappy with the courses.

In general overall terms a small proportion of individuals rated the C&G 730 course (none for A.C.P.(FE)) as exceptional. The majority of respondents (58.5%) thought both courses were very good and a further 19.8% rated them as satisfactory and only 17.5% gave a slightly unsatisfactory rating. When these ratings were examined in greater depth the following pattern emerged:

FIGURE 4

What were the major reasons which decided you to undertake the course?



L.E.A. ADVICE

HEAD OF DEPARTMENT

COLLEGE STAFF

- 1.0% of respondents

- 13.4% of respondents

- 6.2% of respondents

21.9% thought the teaching methods used were excellent and the content very helpful and appropriate.

24.5% thought the teaching methods were good and the content very helpful and appropriate.

5.4% thought the teaching methods were basically satisfactory.

3.6% thought the teaching methods were excellent but the content about 50% helpful and appropriate.

17.3% thought the teaching methods were good and the content about 50% helpful and appropriate.

14.4% thought the teaching methods satisfactory and the content about 50% helpful and appropriate.

This range of opinion speaks very well of both courses and, bearing in mind the size of the sample, the C&G 730 course in particular. Both surveys i.e management and student surveys, demonstrate the very high esteem in which the City and Guilds 730 course is held.

(iv) Respondents were asked to indicate what aspects of the courses they valued the most and to identify, in particular, the issues they regarded as the most beneficial to them in their role as a teacher. By far the greatest number (79.1%) identified the development of teaching skills. Three other aspects were also identified by a considerable number of respondents as important outcomes (42.3% identified training in the use of resources/audio visual aids, 36.3% identified the opportunity to examine some of the theoretical aspects of education and 29.9% identified an increased professional ability to discuss curriculum issues with other teachers).

2.7 Relationship of the C&G 730/ACP(FE) with the Cert.Ed.

(i) Nearly all of the respondents (93%) were relatively unconcerned that neither course gave qualified teacher status (see Figure 5) certainly it did not deter them from taking the course. (It must be remembered, however, that this survey asked opinions

Did the fact that the course is not recognised by the D.E.S., as conferring qualified teacher status, have an influence on your decision?

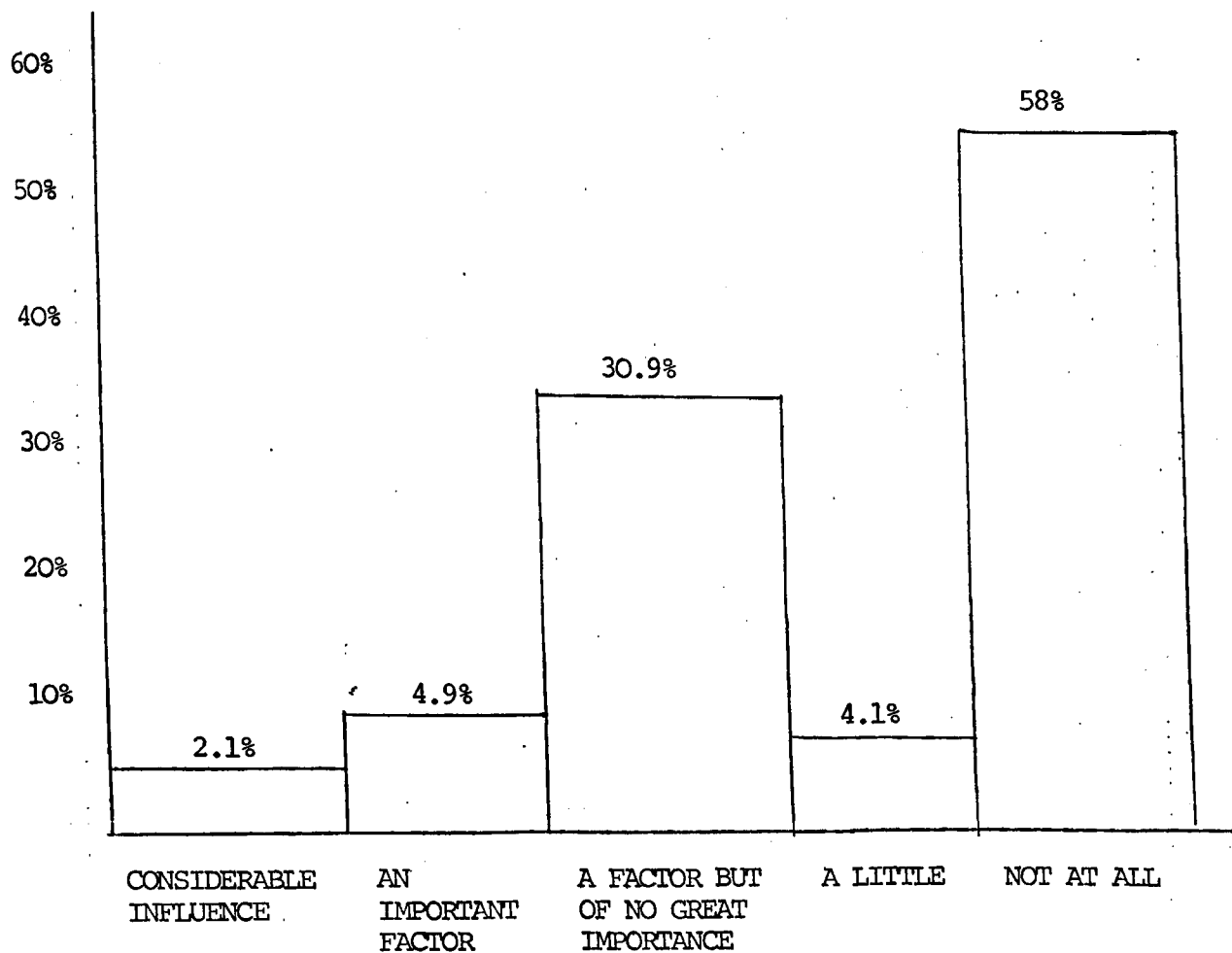


FIGURE 5

only of those who had actually taken the decision to enrol. No information is available from this survey to indicate the number who decided not to enrol because of the lack of formal recognition given). However 81.4%, a massive proportion, of respondents said that if the course was incorporate into a two year Cert.Ed. programme they would continue with their studies to take the second year course.

Of the 81.4% who said they would continue with a second year of study 59.5% said a large influencing factor would be the recognition given at the end (see figure 6). However, two other reasons were given, in some ways more gratifying than the recognition issue, namely more complete training as a teacher and improved promotion prospects, (49.4% identified more complete training as a teacher as an important consideration and 16.4% improved promotion prospects). The view that teacher training warrants more attention than just the one year part time C&G 730/ACP(FE) courses demonstrates a professional recognition of the complexity surrounding a teachers job and the necessity of having greater insights into the education process.

2.8 Extent of Support

A majority of respondents (59.0%) said that they had been given assistance of one kind or another and of these 38.1% identified specific financial support being given. This 38.1% represents 148 individuals of whom some 36 were in full time teaching posts. Course fees were paid in respect of 133 (i.e. 89.9%). All the full time staff were given some remission of class contact teaching. In addition a very small number of individuals had travelling and other expenses reimbursed. A small number of responses had indicated that a limited amount of part time teaching had been made available for some students who had been unable to get a part time teaching appointment prior to taking a C&G 730 course.

Reasons given for wanting to take a second year leading to Cert.Ed. status

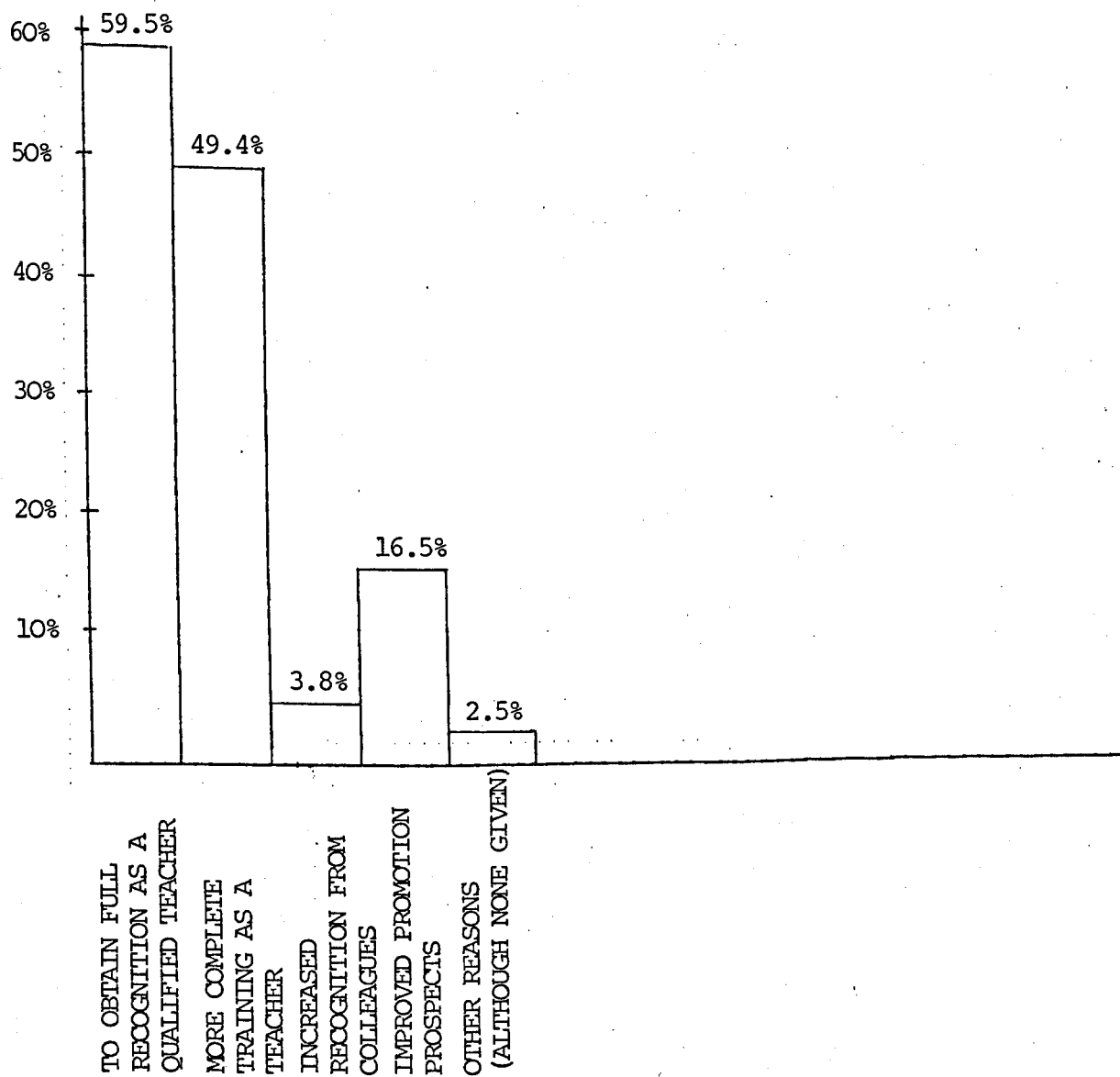


FIGURE 6

3. SUMMARY AND GENERAL OBSERVATIONS

3.1 The first observation of considerable importance is that the A.C.P.(FE) sample was untypical of the sample as a whole. All the respondents were from a single institution and there were very specific reasons for a majority of them taking the course. The college in question was an amalgam of three previously separate institutions, one of which had offered the C&G 730 course for a number of years. Another college had a department which had offered College of Preceptors courses (i.e. Associateship, Licentiateship and Diploma in School Management Studies). On amalgamation the two departments continued to operate two separate teacher training routes via two different departments. The larger one offered the College of Preceptors programmes and decided some five years ago to offer the Further Education route at Associateship level. Many untrained full time staff were advised to take the A.C.P.(FE) course by a dynamic and successful Head of Department. This means that the A.C.P.(FE) results must be viewed as an exception to the general view and very much untypical of the national scene as demonstrated by the management survey (see chapters 6 and 7). No conclusions can be drawn outside the fact that the survey demonstrates quite clearly the considerable influence a college Head of Department can have on the staff development activities associated with his subordinate staff. In this particular case, bearing in mind the national view regarding the A.C.P.(FE), the advice given by the Head of Department may not have really served his staff well. Surely they would have been much better advised to have taken the C&G 730 course which was clearly available within the same institution? A second conclusion might be appropriate i.e. that counselling is not always given to staff with their personal best interest as the dominant consideration. It would appear that the dominant concern here was

course enrolment numbers and the consequent generation of high grade Burnham points. If this is really the case it must raise a very important question i.e. how many other students enquiring of Further Education Institutions are advised to take courses for the wrong reasons?

3.2 A second observation is that the sample contained over 40% of respondents who had not, at any time the questionnaire was completed, gained a post either full time or part time in a Further Education Institution. In drawing the conclusions contained in this chapter this 40% have in many instances been excluded from the analysis for a very specific reason. The survey attempted to establish the nature of relationships between college management and individual staff (full time and part time) with an institution. As a result certain positive relationships were observed between the findings of the management survey and the student survey. These positive relationships can be summarised as follows:

3.2.1 A little under half of the staff were advised of the existence of the courses by a college manager (mainly a Head of Department).

3.2.2 Approximately one third of respondents discussed the courses with a college manager before deciding to actually take it. This implies a relatively high level of management involvement in staff development counselling, even with part time staff. This conclusion was even more apparent when the reference to specialist staff development staff were included i.e. staff development officers or specialist teacher training staff. Over three quarters of all the respondents said that they had discussed the appropriateness of the courses to their specific needs.

3.2.3 An interesting fact to emerge from the survey was the issue of where the initial initiative in the decision process actually arose. Although college management were heavily involved in the counselling process the actual initiative came from the individuals themselves. Very few had been advised to undertake the course by management in the first instance. Management provided information in terms of course leaflets and college prospectus but did not actually suggest that the course should be taken. Management were very willing, according to respondents, to give advice if asked and a good many respondents positively sought the advice of their college managers. This agrees very favourably with the management survey which demonstrated that 51.6% of colleges gave part time staff counselling advice in relation to teacher training courses. This finding supports the view so strongly expressed by Hannaford, and discussed in chapter 4, that staff development activity is most effective if based on the individuals own assessment of their need coupled with their involvement in the decision making process.

3.3 The results did lead to a conflict of view when compared with the views of management. Over half the respondents said they had been given some positive assistance of some kind. Over a third said they had received financial assistance of one kind or another. The majority of this third said they had their fees paid and a substantial proportion stated their expenses were paid. In the management survey only 11.1% of colleges said that they would pay the fees of part time staff. Since the survey of students was limited to courses run at only eleven colleges it can only be concluded that these eleven are somewhat generous in their levels of support than that reflected by the national picture.

3.4 The survey also demonstrated that the C&G 730 course was very highly thought of by individuals who had taken it. Only a very small proportion of respondents were unhappy with the course. The majority felt that the content of the course was well in accord with that which they had been led to believe it would contain and most found it helpful and rewarding. In addition a majority gave the the quality, in terms of teaching methods, a high rating. Over three quarters of respondents valued most the development of their individual teaching skills, but other important facets were identified such as improvement in the use of educational technology, and the value of an introduction to the theoretical aspects of education.

3.5 Respondents were most complimentary regarding the quality of advertising information regarding the two courses. Most found college prospectus and specific course leaflets as important information sources and, after taking the course, a majority stated that they regarded the information as an accurate reflection of the course they had taken.

3.6 A particularly important finding of the survey was the view of the respondents regarding the Cert.Ed. programme. The vast majority were not influenced initially by the fact that the C&G 730 and A.C.P.(FE) were not formally recognised as conferring qualified teacher training status. Nevertheless a large proportion said they would have been keen to extend their studies for a further year if the Cert.Ed. was linked to the C&G 730. (It must be remembered that this survey just predated the new format for the in-service Cert.Ed. programmes which have been developed, through the C.N.A.A. validation system, and been available during the past 2 years. In many instances the C&G 730 is in fact recognised as the induction component in many schemes).

FINAL SURVEY - STAFF DEVELOPMENT AND CONTEMPORARY NEED
A RAPIDLY CHANGING SCENE

1. Introduction: The survey and the changing scene

This survey was conducted in the late autumn of 1982. The aim was essentially to examine the effects of contemporary initiatives, such as the M.S.C. New Training Programmes, the 'Open Tech' scheme, Vocational and pre-vocational initiatives, the D.E.S. 'Pickup' idea etc., were having on the staff development activity taking place in institutions. In chapter two the rapidly changing scene in Further Education was examined and a number of developments were highlighted in particular to illustrate the kind of change that is occurring.

The important aim of this final survey was to gather evidence which would provide valuable insights into the nature of change in respect of the staff development activity. Contemporary demands are requiring that staff training is closely related to the specific demands of the curriculum, which may vary from course to course.

Jack Mansell (3) (FEU) warns that to cope with the need college organisation needs to develop a degree of flexibility never before seen in Further Education if institutions and the system generally is to succeed. Mansell points out that such issues are 'core curricula, counselling, negotiation, multi skills, computer literacy and work experience - whilst highly attractive curricular concepts to many teachers - are difficult to apply because the system is not flexible enough'. In fact the F.E.U. considers the problems to be of such a magnitude that they themselves are commissioning a research project to investigate how institutional organisation can not only cope but, if possible, actually encourage such curricula innovation.

This research project set out to sample the extent to which a small number of institutions were responding to the implications of these changes as far as staff development is concerned. A small opportunist sample was chosen based on institutions personally known to the author. A total of

3. See NATFHE Journal December 1982 (No. 8) page 11 - 'FEU News -

sixteen colleges were contacted. Twelve positive replies were returned. Two others wrote to explain that they had not the time to complete the questionnaire sent to them and two others gave no response at all. Therefore the effective sample was 12 from 16 (or 75% success rate).

2. The Questionnaire Design

2.1 It was decided that the questionnaire should be of an open ended type where each question allowed the respondent to give an explanation of activities his/her college were engaged in. This was quite deliberately done because so little is actually known about the ways individual colleges are responding that a more closed style format could have been too restricting, whilst at the same time probably missing some very important elements.

2.2 It was decided to address the questionnaire to the Principal or Vice Principal in each case. A covering letter was sent in which the addressee was given the option of completing the questionnaire himself or referring it to specialist staff appointed to have responsibility for staff development. In two cases only, the questionnaire was sent to a Head of Department. In both of these it was referred to a staff development officer for completion.

2.3 A trial run of the questionnaire was undertaken by the author by asking a colleague Vice Principal and the Staff Development Officer to complete it. Both had little difficulty in doing so and stated that by and large the questions were easy to understand and unambiguous. Some minor adjustments were made before sending out to the 16 colleges. However, they both remarked that the completion took quite a considerable amount of time and would require a high level of good will on the part of the respondents who actually participated. The author was most grateful for the level of positive response he obtained and wrote to all who had clearly given so much time to the project.

2.4 The geographical distribution of colleges who participated was as follows:

- 1 College in the North East
- 3 Colleges in West Yorkshire
- 1 College in South Yorkshire
- 2 Colleges in South Lancashire
- 1 College in Staffordshire
- 2 Colleges in Merseyside
- 1 College in the South West
- 1 College in Cheshire

3. The Findings from the Survey

3.1 N.T.P. Programmes

3.1.1 Types of Staff Training

Whilst the response from every institution demonstrated a high degree of individuality a number of consistent issues were detected. These are as follows:

3.1.1.1 None of the colleges had used any of the colleges of education technical or other teacher training centres in designing their training programmes.

3.1.1.2 Five colleges noted that their training was being arranged on a Local Education Authority basis with the Authority acting very much as a training group controller. In these five cases the colleges were working on a supportive basis i.e. Colleges were pooling their resources and expertise to provide a total Local Education Authority based training facility. In one large County Authority this was organised on an area basis.

3.1.1.3 All colleges had identified a modular model as the best to suit the needs. The majority saw these modules as taking the form of workshops punctuated with the od talk/decision session.

3.1.1.4 One college had decided that the form of the training should be on the basis of a three phase model, namely (i) training of the trainers (ii) basic modules for all staff engaged in Y.T.S. work (iii) further modules for those staff with a major substantive involvement in N.T.P. programmes.

3.1.1.5 Four colleges stated categorically that the training had to be curriculum led, experiential, practical workshop based relying heavily on the skills derived from coping with courses under Y.O.P. and U.V.P.

3.1.1.6 All twelve saw that the training would be most effective on a 'drip feed' type basis i.e. half day or day per week spread over the equivalent of 25 days.

3.1.1.7 Once college said it would, in addition to the college based training, encourage staff to attend any workshop type course offered by reputable organisations such as the National Association for Staff Development, Regional Advisory Council workshops etc.

3.2 Location of Training

3.2.1 Eight colleges identified that the training would be provided in house in the main. All of them, however, identified the need to 'go outside' for some training. The majority saw this outside component being the sharing of ideas between neighbouring colleges with the same Local Education Authority area. One West Yorkshire college said it would use the Careers Counselling and Development Unit at the University of Leeds, whilst the Cheshire college said residential weekend courses were envisaged where cross college integration of ideas could take place. All eight saw that the essential expertise was contained within the institution itself and had been gained, almost by trial and error, through coping with M.S.C. programmes during the last few years.

3.2.2 Four colleges identified the training as being provided on a Local Education Authority basis. One described the process as rotational i.e. different modules would be provided at different colleges but all working to an agreed Local Education Authority scheme. In Lancashire one large college was identified as the central point for a consortium scheme. This central college provides a

Local Education Authority based set of 'core' models with each individual institution being responsible for its own counselling and guidance arrangements. In this same Authority the Local Education Authority had designed a centrally based programme at County Hall designed specifically for the training of the trainers. Only in one area, the North East, was reference made to the use of an M.S.C. accredited staff training centre (i.e. based on New College, Durham) .-

3.3 Finance of the Training

3.3.1 Only two colleges identified any additional finance to that available through the M.S.C. (i.e. the money known as the Robertson Shilling grant - see chapter 2). The most adventurous college was situated in the South West. Here the Vice Principal had estimated a realistic figure required to provide a realistic training programme and he had persuaded the Local Education Authority to underwrite any deficit after the M.S.C. grant had been calculated.

3.4 Identification of the Training Need

In every case the need was identified as a blanket need i.e. all staff engaged in teaching Y.T.S. schemes needed training. No college said it identified needs on the basis of any kind of performance appraisal. In some cases colleges stipulated the extent of the contact with Y.T.S. courses which would qualify them to be trained e.g. one college stated that initially the training would be for Y.T.S. course tutors only, another college stated that the training was available for all staff with up to 9 hours contact with these M.S.C. programmes. Yet another college stated that Heads of Department had been asked to identify key staff who would then be the first to receive the training. The Staffordshire college stated that need was dictated by availability. A training programme was provided by the Local Education Authority and those

staff associated with Y.T.S. schemes who were free from class contact commitments and wished to avail themselves of the training could attend. A very different view was expressed by a Vice Principal of a West Yorkshire College. He stated that 'all staff who are involved with (a) planning, co-ordinating and managing Y.T.S. schemes (b) teaching (either technical skills or life and social skills) and (c) staff engaged in work placement and job experience' should all take part in a training exercise. The Principal of a South Yorkshire College expressed the view that specialist staff employed in the capacity of counsellors should participate in the training. To quote 'We are talking here, in the main, about a new type of student with many different problems to those with which we are familiar. - The Counsellors must learn and know more about these students'. The majority of colleges identified that part time staff needed to participate in the training just as much as their full time colleagues and most were making a positive provision for this to happen.

3.5 Role of the Staff Development Officer

3.5.1 Over half the colleges identified a major change of emphasis in the Staff Development Officer's role. These nine colleges noted in particular that the staff development activity will become less the pursuit of externally awarded qualifications and more concerned with the adaptation of teaching methods to suit changed student needs. In this process the role of the Staff Development Officer will change from that of being essentially a counsellor and recorder of training activities to a designer and co-ordinator of training workshops. A Bradford college described the change of emphasis as a process of becoming more closely aligned with training needs arising from curriculum demands and the management of this training in a manner allowing staff to identify with their own needs. A Bath college commented that staff development needed to become

more curriculum led and college based and not simply reactive to the wishes of the individual member of staff at random. This college saw the staff development officer as having a major role in helping the college to respond rapidly to the changing needs in terms of staff development. A staff development officer in fact saw his role change to more of an identifier and co-ordinator of in-house training activities. A Vice Principal of a Lancashire college saw the role as an important link person in a multi-college training scheme. His precise comment was that the staff development officer's role would be to forge 'more systematic links with Local Education Authority advisers and other colleges contributing to the mechanics for the evaluation of courses within Faculty Curriculum Evaluation bodies'. An important comment from a Principal of a South Yorkshire college was that the professional tutor would have a greatly enhanced role in developing the staff development provision and in monitoring its progress.

3.5.2 Two colleges stated that they could see no change in the role of the staff development officer and one college in particular stated that it did not have such a post on the teaching establishment of either staff development officer or professional tutor. (This college is a large group 8 establishment employing a great many staff. One cannot help but be surprised at this response considering the nature of the contemporary need).

3.6 Content of College based In-Service Training for Y.T.S. courses

3.6.1 Half of the colleges in the survey stated that they intended to base their training schemes on the F.E.U. 'Teaching Skills' checklist (e.g. negotiation, guidance and counselling, curriculum negotiation, social and life skills teaching, profiling and the use of log books, work experience, teaching basic skills, curriculum and materials development workshops and induction programmes).

All of the six colleges said that the F.E.U. checklist could only be used as a guide and a general basis for initial drafting of the content of specific training packages. Most made the point that several different programmes would have to be devised to meet the specific demands of particular job roles e.g. work placement officers would have different needs to a mode B2 (4) course tutor.

3.6.2 In all twelve colleges there was a universal acceptance of the need for the training to be tailor made to meet the demands of the curriculum. One college in particular stressed the need to design staff training with the needs of the students (i.e. the youngsters taking the particular courses) as the dominant emphasis of concern.

3.6.3 A majority of responses identified a number of common elements which they regarded as essential ingredients of the staff training schemes. These can be summarised as follows:

- (i) student centred teaching methodologies stressing participative learning
- (ii) counselling and guidance skills
- (iii) development of skills relating to profile assessment and
- (iv) communication skills.

-
4. The Y.T.S. scheme has essentially two major modes of operation Mode A being employer based and Mode B course based. Mode A has two alternative routes: A1 - where a large single employer operates on individual scheme; A2 - where a group of small employers participate in a group scheme. Similarly Mode B has two routes : B1 - courses based on non L.E.A. based institutions such as M.S.C. skills centres; B2 - being Further Education college based schemes.

A much longer list of points raised by individual colleges could be given but it is felt this would serve no useful purpose. The above four issues are regarded as the more important since they appear to represent a consensus of opinion regarding 'central themes' within the training courses.

3.7 How the Content of Training Schemes was Identified

3.7.1 Three routes were identified by almost all respondents. these were as follows:

(i) An evaluation of the operation of previous M.S.C. schemes. Via this route most colleges reported that certain staff had, by a tortuous trial and error process, acquired a whole range of new skills including counselling and guidance, communication, human relations, motivation and leadership and the creative skills required to design programmes for a very new situation and social need.

(ii) Ten out of the twelve colleges identified specifically the M.S.C. and F.E.U. documents as being highly influential. The F.E.U. checklist (Teaching Skills June 1982) was regarded by many colleges as being a most helpful discussion document which was influential as a catalyst in stimulating ideas for discussion, debate and analysis.

(iii) Conferences and workshops. Four colleges stated that they had either held themselves or participated in group workshop sessions with other colleges in trying to identify appropriate training schemes to equip staff to cope with the changed demands which were being placed on them. The type of staff participating in these conferences/workshops were Vice Principals, Staff Development Officers, M.S.C. Course Co-ordinators and Course Tutors.

3.8 The New Training Need and the Cert.Ed/C&G.730 Courses

3.8.1 Most colleges said that the essential difference was the specific curriculum bias of the training required. The Cert.Ed.

/C&G 730 courses had a more general aim of equipping the individual for the profession of teaching, not just for M.S.C. courses. However, a considerable body of opinion was expressed that the gap appeared to be widening between what teacher training courses are providing and what the profession now needs. This criticism was even extended to the new Haycock I styled Cert.Ed. programmes where a considerable level of individual college participation is possible. A major bone of contention expressed by some of the respondents was that staff in the Colleges of Education (Technical), the Polytechnics, the Colleges of Higher Education and the Universities had little or no knowledge of the contemporary problems facing staff in the non-advanced Further Education sector and hence could not steer Cert.Ed. courses in particular in the direction required.

3.8.2 The consensus of opinion appeared to be that the contemporary training need demands courses of professional teacher training which are far more broadly based in terms of the curricula demands. One college suggested that education faculties in Polytechnics and Universities should perhaps spend a considerable period of time reading and analysing the F.E.U. and M.S.C. documents and then should perhaps spend a minimum of a term teaching on a variety of M.S.C. programmes. They should then re-evaluate their Cert.Ed. and P.G.C.E. programmes in an attempt to match contemporary needs. One college in particular felt that the training assumption needed should have more to do with reflective, experiential and counselling models than that typically reflected by either the Cert.Ed. or C&G 730 programmes.

3.8.3 Two particular criticisms were expressed regarding Cert.Ed. programmes. The first was that not enough attention was based on the process of developing the skills necessary to design and implement student centred learning activities. The second

focused on assessment techniques. Not enough attention was being devoted to assessment techniques such as profiling and performance appraisal. One or two colleges said that in their opinion the Cert.Ed. programmes seemed to fail almost completely in equipping staff for many of the contemporary needs e.g. the problems of dealing with disillusioned students, counselling skills, curriculum negotiation, employer liaison, persuasion skills, social worker type skills, work placement co-ordination and control etc., etc.

3.9 The extent to which U.V.P. and Y.O.P. schemes have prepared staff for the Y.T.S. initiatives

3.9.1 All colleges stated that they had learned much by evaluating the problems and teaching skills which had been developed to cope with earlier M.S.C. schemes. In particular U.V.P. schemes were identified as being of particular importance. A particular observation was that not enough staff had been involved with M.S.C. programmes and therefore not enough staff had acquired the necessary skills and experience.

3.9.2 One college in particular noted that they had taken a policy of recruiting new staff to cope with M.S.C. programmes because they had found that the existing full time staff had been insufficiently adaptable and to some extent even resistant to the changes that were required.

3.9.3 A number of colleges pointed to the fact that to date a large number of part time staff had been used to resource M.S.C. programmes. This had always been regarded as somewhat unsatisfactory, but largely essential, being a safety mechanism necessary because of the short term nature of M.S.C. contracts and the lack of certainty associated with future needs. This use of part time staff has limited the exposure of full time staff to such programmes and has presented considerable training difficulties.

3.9.4 Three colleges noted that a number of other initiatives over recent years had presented teaching staff with appropriate experience gained through participation in other curriculum development areas, in particular B.E.C. and Vocational Preparation programmes were identified as being of special reference.

3.10 Assessment of Priorities

3.10.1 Colleges were asked to indicate the priority rating they would give to a checklist of training characteristics (see table 1). Analysis of the results indicates that a number of issues were consistently given a high priority rating by nearly all colleges. These were negotiation, guidance and counselling skills, the management and motivation of young people, social and life skills and assessment and profiling skills. A number of issues were given a high priority rating by a majority of colleges i.e. curriculum negotiation, curriculum development and design and skills in the development of student centred learning packages.

3.10.2 This response gives an indication not of matters which are regarded as being of little importance (i.e. those given medium or low priority ratings) but of those staff development issues of greatest urgency. In fact most colleges remarked that the full list of characteristics were of importance and that the priority rating merely illustrated those issues which had to be faced up to first. This view is supported by the F.E.U. document 'Vocational Preparation' (5) which said 'no college can expect to institute an adequate system instantly'.

CHARACTERISTIC	COLLEGE 1	COLLEGE 2	COLLEGE 3	COLLEGE 4	COLLEGE 5	COLLEGE 6	COLLEGE 7	COLLEGE 8	COLLEGE 9	COLLEGE 10	COLLEGE 11	COLLEGE 12
NEGOTIATION, GUIDANCE AND COUNSELLING	HIGH	HIGH	HIGH	HIGH	HIGH	HIGH	HIGH	HIGH	HIGH	HIGH	HIGH	HIGH
CURRICULUM NEGOTIATION	MED.	MED.	HIGH	MED.	HIGH	HIGH	HIGH	HIGH	HIGH	MED.	MED.	HIGH
CURRICULUM DEVELOPMENT AND DESIGN	HIGH	LOW	HIGH	MED.	MED.	HIGH	HIGH	HIGH	HIGH	HIGH	HIGH	HIGH
MANAGEMENT AND MOTIVATION OF YOUNG PEOPLE	HIGH	MED.	HIGH	HIGH	HIGH	HIGH	HIGH	MED.	HIGH	HIGH	HIGH	HIGH
SOCIAL AND LIFE SKILLS	HIGH	HIGH	HIGH	HIGH	HIGH	HIGH	MED.	MED.	HIGH	LOW	HIGH	HIGH
ASSESSMENT AND PROFILING	HIGH	HIGH	MED.	HIGH	HIGH	MED.	HIGH	MED.	HIGH	HIGH	HIGH	HIGH
MARKETING AND RECRUITMENT SKILLS	LOW	MED.	LOW	MED.	LOW	LOW	MED.	HIGH	HIGH	HIGH	MED.	LOW
ACCESS TO POTENTIAL PARTICIPANTS AND FEEDBACK OF RELEVANT INFORMATION	MED.	LOW	MED.	MED.	LOW	LOW	MED.	HIGH	HIGH	MED.	MED.	MED.
MANAGEMENT TRAINING OF HOD'S AND COURSE LEADERS	LOW	LOW	LOW	LOW	MED.	MED.	HIGH	HIGH	HIGH	MED.	HIGH	HIGH
WORK EXPERIENCE/PLACEMENT SUPERVISION AND CONTROL	MED.	LOW	MED	MED.	MED.	MED.	HIGH	LOW	HIGH	HIGH	HIGH	MED.
DESIGNING,MANAGING AND EVALUATING RESIDENTIAL SCHEMES	MED.	HIGH	LOW	LOW	MED.	MED.	MED.	HIGH	HIGH	MED.	LOW	MED.
DEVELOPING STUDENT CENTRED LEARNING PACKAGES	HIGH	HIGH	MED.	HIGH	HIGH	MED.	HIGH	MED.	HIGH	HIGH	HIGH	HIGH
MAXIMISING THE IMPACT OF NEW TECHNOLOGY	MED.	HIGH	LOW	LOW	LOW	LOW	HIGH	HIGH	HIGH	MED.	MED.	LOW
IDENTIFYING AND RESPONDING TO THE SPECIAL NEEDS OF H'CAPPED	MED.	MED.	MED.	LOW	MED.	LOW	MED.	HIGH	HIGH	HIGH	MED.	MED.

3.11 Overview regarding M.S.C. Programmes for the Young Person (i.e. Youth Training Schemes)

3.11.1 It is clear that most institutions have learned much from their operation of a variety of M.S.C. schemes during the past 5 or more years. In particular most colleges have acquired a new range of skills through experiences resulting from Y.O.P. and U.V.P. schemes.

3.11.2 All colleges have identified that the training schemes designed to equip staff to cope with the new M.S.C. initiatives must reflect a curriculum generated need and that such courses are likely to be most effective if provided on an 'in-house' basis using the experience gained by staff on courses such as Y.O.P. and U.V.P.

3.11.3 It is clear that colleges have not only read but have been influenced by a range of F.E.U. publications in addition to 'Vocational Preparation' (6). These publications have been widely used as advisory documents which assisted colleges to articulate the nature of contemporary training needs. All agreed with the F.E.U. conclusion that staff need to be supported by a programme of staff development matched to their experience and role. The F.E.U. document 'Vocational Preparation' translated the staff development priorities into the following lists:

- (1) liaison and negotiation with agencies outside the college
- (2) the use of participative teaching/learning methods

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6. F.E.U. - 'Experience, Reflection, Learning' (January 1981) :
 'Active Learning - a Guide' (re-printed March 1981) : 'Leadership in Learning' (re-printed November 1982) : 'Developing Social and Life Skills' (re-printed 1982) : 'How Do I Learn?' (December 1981) : 'Teaching Skills' (June 1982) and 'Basic Skills' (November 1982).

- (3) the counselling of and negotiating with learners about their learning programmes
- (4) the use of resource-based learning and teaching workshops
- (5) the construction and use of profiles
- (6) course team membership, including group design and evaluation of the curriculum
- (7) language and numeracy development
- (8) flexible curriculum planning and implementation, working against a check list rather than through a syllabus, and emphasising the process of learning as well as covering content.
- (9) the planning and operating of residential periods.

There is a very close correlation between this list and the view expressed by the priority ratings shown in table 1.

3.11.4 The recommendation of the F.E.U. is that 'College management should discuss individually and corporately with the staff concerned to identify personal development programmes for them. These programmes will probably involve a mixture of visits to outside bodies and courses, group activities with colleagues and where necessary, schemes of training in specific professional skills. The major part of the necessary development will probably occur not in the preparatory phase but in the process of actually planning and implementing schemes'

3.11.5 The F.E.U. also give an important warning suggesting that because tutors are being asked to face up to a whole range of changes including the adoption of a more flexible approach to curriculum planning and teaching methods they will inevitably be exposed to a whole range of emotional and intellectual challenges. These new challenges may result in tutors needing 'the same access to personal guidance and counselling' as is in fact being advocated for the student.

3.11.6 In another F.E.U. publication (7) emphasis is placed on the need for staff to develop the skill of negotiating the curriculum with employers. This means that where schemes have a large employment base as well as college base, staff will need to discuss and debate the learning process which is designed for the work based part of the course. The publication goes on to say:

'If the college lecturers are involved in the discussion with the company and the young workers and their supervisors when the scheme is being planned, and particularly if they are able to observe the young people's work activity and environment, then their appreciation of the needs and opportunities for learning, and constraints on it will be developed'.

3.11.7 In many ways this survey has demonstrated a considerable movement towards consultative decision making as far as staff development decisions are concerned. The very fact that so many senior college staff say that they have identified contemporary training needs on the basis of experiences gained through Y.O.P., U.V.P. and Vocational Preparation suggests that a process of internal evaluation has taken place through discussion with staff teaching on the actual programmes concerned. On the same line of argument such a process will almost inevitably have entailed a degree of reflexive assessment of training need on the part of the individual teachers.

(7) F.E.U. - 'Experience, Reflection, Learning'

(suggestions for organisers of schemes of Unified Vocational Preparation) - (reprinted January 1981) page 65.

3.12 Staff Opinion in the Author's Own College

3.12.1 A random sample of staff were approached by the author to ascertain their perception regarding contemporary training needs. The sample was not structured in any particular way and was purely designed to sample opinion. There is no suggestion that the sample is representative of the college as a whole and certainly not of the profession generally. However, some very interesting findings resulted and are considered worthy of incorporation into this analysis.

3.12.2 The staff who could most clearly identify and articulate training needs, which reflected the issues contained in this chapter, were those currently engaged in teaching on M.S.C. programmes. They nearly all recognised that they were providing broadly based curriculum courses containing a wide range of experiences and with a genuine concern for the education and development of the individual. Many of them could identify the needs for skills in curriculum development and negotiation, the need for skills in leadership, the need for a change in attitude relating to role relationships and the need to be able to more closely relate to the individual problems each young person brings with him/her. A common factor referred to by most of these tutors was that the teacher/lecturer was no longer just the imparter of knowledge or skill but had become a confidant, social worker, counsellor, advisor, leader, cajoler, friend and teacher.

3.12.3 There was an element of fear expressed in the response given. This fear concept came in a number of different forms i.e. fear of coping with the changes needed, fear of the problems which many of the courses bring with them, fear of career implications (e.g. some staff felt that promotion would be more limited if they became heavily involved in M.S.C. courses), fear of losing control

(e.g. some staff found comfort and control in a teacher centred/ knowledge imparting role) and fear of reaction from more traditional colleagues. This last point is perhaps worth examining in slightly more depth. Some staff seemed to genuinely fear the reactions and comments of staff who were concerned with more 'traditional' courses and who were still relying on 'traditional' teaching methods. The response indicated that colleague reaction had a considerable effect on certain members of staff and would hinder developments which might otherwise take place relatively comfortably.

3.12.4 Staff predominantly associated with more traditional courses, did not give anything like the same response. Those that offered an opinion saw their major problems as being more structural than a need for training. Typical complaints related to the lack of audio visual resources, reprographic facilities, secretarial support and technician support. A common grouse from amongst B.E.C. and T.E.C. staff was that there was not enough time to cope with the mountains of paperwork or time to write and prepare case studies or simulation exercises. Car parking, rooming difficulties, financial constraints and rules and regulations were the more typical issues raised by a fairly large proportion of the staff. Less than half raised weaknesses in their own style of teaching. Very few identified that education should perhaps be moving more towards a broader, more complete education of the person than meeting the narrow requirements of a prescribed syllabus.

3.12.5 A fairly large number of staff said that they could see that the college had to provide for an uncertain future but very few seemed to know how this should be done. A pleasing number expressed concern about the narrowness of some courses and that a broader base was needed. Some identified the need to give more attention to study skills and life and social skills (or coping

skills as some called them) for all ability groupings. Perhaps not enough seemed to have identified for themselves the extent to which they were equipped to cope with the future needs.

3.12.6 Updating of subject knowledge and updating of knowledge relating to specific examination body requirements (e.g. T.E.C. and B.E.C.) was a fairly common plea. The greatest demand was for an improvement in basic communication. The implication, from many responses, was that management should decide the direction for the college and make absolutely certain that this was fully communicated and explained to the staff.

4 M.S.C. 'OPEN TECH' PROGRAMME (8)

4.1 General Background

4.1.1 The 'Open Tech' scheme was proposed in 1981 by the Secretary of State for Employment as a means of filling gaps in the education provision for technician training. Fundamentally the scheme was designed to make the course more accessible to people who, for a whole variety of reasons, found it difficult to avail themselves of provisions offered in such institutions as Colleges of Further Education and Polytechnics. The scheme is seen as being supplementary to, and not a replacement for, the existing range of provisions. The word open derives from an intention to remove some of the barriers to the accessibility of courses. The fundamental basis for the scheme is the need for a provision which 'enables participants to learn at a time, place and/or pace which best meets their needs, and also has a wider choice in what they study. They may be working towards qualifications in a flexible

8. See M.S.C. - 'An 'Open Tech' Programme' - a consultative document (May 1981) and 'Open Tech Task Group Report' (June 1982).

modular form, or undertaking foundation or bridging studies to enable them to take a qualification at a later date (9).

4.1.2 The important aspect of the model as far as staff development is concerned, is the methods which will be used. The scheme envisages students being able to learn at home, at work, in a library, in a classroom or in a training centre. The pattern of study may vary from week to week according to the students circumstances and wishes. In fact it is envisaged that almost every conceivable route of study would be considered as appropriate. The important focus is that the needs of the learner are considered to be of paramount importance and these will determine the route or routes which have to be designed and developed to suit his/her needs.

4.2 How Colleges are preparing staff to accommodate Open Tech

4.2.1 In half of the colleges surveyed the only preparation that has yet taken place (i.e. December 1982) has been participation in discussion/workshop groups where the M.S.C. proposals have been examined in detail. In nearly all of these information has been collected and collated from a sample of centres with existing distance learning schemes (e.g. the Quarrying Industry scheme offered by the Doncaster Metropolitan College of Further and Higher Education). Many of these meetings had been held at Regional Advisory Council centres as well as being college based.

4.2.2 One college said that it had made no serious preparations at all as yet and another said it could see little demand for an Open Tech provision within its Local Education Authority area. Another college said it had limited its preparations to consultations with local and associated industries and employers associations.

4.2.3 Only three colleges said that they were seriously considering participating in an M.S.C. Open Tech proposal in the near future. These three colleges stated that they already had small distance learning schemes in operation (in one case with 12 years experience) from which they intended to build.

4.3 Identification of Staff Training Needs for Open Tech

4.3.1 Nine colleges said that as yet they had made no serious attempt at identifying what new skills the staff would require. One college said that some detailed thought had to be given to new contracts of employment for teachers who would for the most part have no class contact with students.

4.3.2 The three colleges to make any attempt at defining training needs all identified the writing compiling and assessing of postal teaching materials as a major issue. The main concern appeared to centre on the mechanics of how the scheme would operate.

4.4 Methods of Meeting the Training Needs

4.4.1 Four colleges said they would attempt to use knowledge and experience from examining systems already in existence e.g the Open University, Correspondence School material, B.E.C., D.P.S. approved centre experience and information from colleges with long established distance learning/flexi-study schemes. One college said that considerable attention should be given to the use of educational technology now available through developments in micro-electronic technology. Apart from the generalised statements no other comments were forthcoming.

4.5 Staff Needing to be Trained

A very limited response was received to this question. Those that did respond simply said 'those staff who will be engaged in the schemes'.

4.6 Funding

Only three colleges attempted an answer to this question. All three expected some money from M.S.C. funds. One thought part of the staff development budget would be used. Another expected to be able to get funds from the E.E.C. Social fund and a third confidently expected the Local Education Authority to provide some cash.

4.7 Training Needs generated by the 'Open Tech' Scheme and the Cert.Ed/C&G 730 Courses

4.7.1 All twelve colleges were unanimous in their opinion that neither the Cert.Ed. or C&G 730 course even began to train staff for the type of skills needed for 'Open Tech' courses. The following comment is typical of those made:

'The emphasis with Cert.Ed/C&G 730 is verbal skills of presentation. Open Tech places the emphasis on the creation and evaluation of learning packages with relatively limited involvement of inter-personal skills'.

A second college made the point that:

'more emphasis needs to be placed on identifying the assumption underlying a particular teaching approach and their relevance to the designed learning situation'.

4.8 Limitations of the Open Tech Model

Considerable consensus of opinion was expressed in response to this question. Most colleges tended to regard courses with a heavy craft skill component as being more difficult to develop on a distance learning model. Similarly courses with a major integrative emphasis were regarded as problem areas. In addition respondents felt that any course which attempted to develop aspects in the affective domain would be difficult.

4.9 The Contribution of Professional Teacher Training Courses to meeting the needs of the new curriculum

4.9.1 The response from colleges to an assessment of the way in which the Cert.Ed. and C&G 730 are equipping staff to cope with (i) student centred learning (ii) multi and interdisciplinary curriculum and (iii) the teaching skills identified by F.E.U. is, in many ways quite fascinating.

4.9.2 Nearly all colleges condemned the old (i.e. pre Haycocks) model Cert.Ed. as almost valueless. One College Vice Principal said 'the course was frequently taken for its qualification value only and there was considerable resistance on the part of the providing college to change the curriculum'. Another college commented on the mechanistic approach to lesson preparation and teacher led learning input of knowledge based on traditional syllabus construction. A third college commented that the Cert.Ed. in particular has been of very little assistance in equipping staff to cope with contemporary changes within the Further Education curriculum. A Vice Principal's assessment was that the traditional Cert.Ed. marginally helped a few teachers but failed in the case of the majority.

4.9.3 The new type Cert.Ed's which are just beginning to have an impact, received a much better rating. In the case of the Huddersfield model several colleges responded that the need for curriculum development skill has been highlighted, coupled with a realisation that staff need to be able to cope with the problems of management and motivation of young people. Even so the opinion seems to be that social and life skill elements are still neglected and more weight could be given to assessment and profiling skills. The Vice Principal from a Blackpool college expressed the view that

Cert.Ed's (even the new post Haycocks model) are still failing to adequately prepare staff for T.E.C. and even more B.E.C. courses let alone the new M.S.C. initiatives. He commented as follows:

'The question raises the basic issue of levels of training need e.g. initial, post initial and the generalist v specialist approach to training. Personally I would advocate that basic understanding of, and skills in, the curriculum process is the proper area for initial training complemented by specialist short courses in post initial training. Open Tech would feature implicitly in the former and explicitly in the latter'.

5. SUMMARY AND OBSERVATIONS

This chapter has attempted to analyse and describe some major aspects of contemporary change affecting the staff development process in colleges of Further Education. A survey of a small number of colleges has provided valuable insights into what is happening, in particular where and how the change in emphasis is occurring. It can be argued that the changes have been necessitated in order that the Further Education service meets the changed demands of the community at large (i.e. external market forces to use a commercial type analogy), some of which have been translated into specific examining body requirements but others require the individual response of each college.

The change in market forces that bear on Further Education are to a large degree unpredictable. The past two decades were in sharp contrast. The eighties are already pregnant with signs of a micro-technological revolution with unemployment and serious financial restraint of an unprecedented severity. Like it or not, Further Education is in a dynamic market place without the protection of government statute to guarantee survival. The basic technology and curriculum of Further Education is changing. The clients are increasingly difficult to define - a scattered

spectrum ranging from the underprivileged who need care, to the technical requirements of the 'whizz-kid' micro-electronics expert. It would be a sad commentary of Further Education if all things in the environment changed except the teacher. Tipton said 'the habit of concentrating upon the needs of the client to the exclusion of those of the teacher is short sighted because it overlooks the fact that education is the product of interaction between teacher and student'.

Much of the interaction is about interpersonal relationships, bringing with it personality traits and habits of human behaviour. Personal development may be equally, if not more, important than professional development. Personal motivation is a powerful weapon to combat the conflicts and challenges of externally imposed change. In the current climate it may prove to be the only real effective method of staff development. If that be true, staff development may be about providing personal support by creating a caring environment to help teachers cope with Change.

A strong feature of Further Education establishments is their hierarchical organisation form. The human dimension is easily lost in systems of organisation form. However, not all colleges share the same management approach. Some use unashamed naked power at one end of the leadership personality spectrum (10) to blurred democratic processes of delegation at the other. Consequently there is no single method of interpretation of staff development.

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10. This was abundantly clear in a West London College which the author visited. The Principal managed the college very much like a feudal baron and would not tolerate any intrusion into his perception of the management role. He felt he was appointed and paid to manage the institution. He tolerated the academic board, but with no decision making powers whatsoever. His was a system of centralised power with very naked accountability.

5.1 Tension of Needs

The need of the teacher as an individual and the college as a total institution overlap to a large extent. Neither party can be the sole arbiter of what is required or provided. Much of the discussion in the early seventies on staff development in education centred on this tension.

The theme of the first annual conference of the British Educational Administration Society (BEAS) hinged on this duality. Briault (11) in his address to conference saw staff development as providing opportunities for the individual to develop his own professional competence and, in doing so, contributing to the effectiveness of the system within which he works. He described the tension between the sort of activity which best furthers the individual's career and that which best meets the needs of the institution in which he is working.

The White Paper on Education (1972 page 18, noted that 'Underlying any programme (of in-service training) is the problem of striking a balance between the teacher's personal interest in his professional development and the employer's concern with the current needs of particular schools and of the pupils in them'. Hayle and Taylor (12) offered a method by which the White Paper 'balance' could be met. In their paper given to the Weymouth Conference on Staff Development they state that the two needs can be met through release for course work. The teacher should work on a problem in conjunction with appropriate personnel in a professional centre and that professional staff and other consultants work with him in his school. In that way the teacher will not be the only member of staff who confronts problems, he will be given personal support to develop appropriate skills.

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11. Briault E.W.H. - Staff Development paper given to the British Education Administration Society - The first A.G.M. (November 1972)
 12. Hayle and Taylor - Unpublished paper presented at a conference on Staff Development held at Weymouth.

The broader question of 'who knows best' was hinted at by Hedley Lewis (13) when he said 'Assessing what contribution the college can make to any individual is a delicate matter, for one must consider the balance in the individual of the professional self, the teacher self and the person self. One has to guard against making assumptions about people - particularly in educational establishments. We often assume too readily that a person has no additional potential other than that which he has already shown'.

The hierarchical system of college organisation is about passing messages with little personal contact between the individuals concerned. So many decisions are made second or third hand. Very often no member of the management team has ever seen the majority of their teachers in the classroom situation. Yet all kinds of assumptions are made about that teacher's worth to the students based on other behavioural characteristics and all kinds of assumptions are made regarding their training needs.

The conflict exists in assessing needs is conditioned by individual perceptions of those needs and the power to describe a Staff Development Policy to satisfy these perceived needs. The evidence contained in this chapter seems to be suggesting that these blind assumptions are becoming less an expression of reality. Training needs appear to be being identified through the curriculum itself which suggests a heavy reliance on upwards communication from the 'grass roots' teacher.

A new role of the Further Education lecturer is emerging and Owen (14) argues - 'Gone, perhaps, are the days when lecturers could look forward to

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13. Hedley Lewis R. - 'The Training and Effective use of Staff - A perspective' - Coombe Lodge Report, Vol. 10 No.1 page 35. (1977).
 14. Owen R. E. - 'The Changing Role of the Lecturer in Further Education' Journal of the National Association for Staff Development (March 1979) pages 3 - 9.

teaching one subject in an isolated, self contained classroom. Future courses will demand that staff become much more 'generalistic' and less of a specialist in one or two defined subjects'. He shows evidence of the pressures of change on the Further Education lecturer brought about by the changing clients and curriculum manifest in various government schemes and reports (evidence in fact similar to some of that referred to in this chapter).

Discussing the prospects of non advanced Further Education with very substantial numbers of disadvantaged unemployed school leavers, Bancroft (15) emphasises the point - 'If there is to be large increase in the participation rate of this particular population there are obvious implications for Staff Development. There is no doubt that many lecturers in Further Education dealing with Linked or Warnock courses, for example, have experienced considerable difficulty in 'reaching down' and in class control and management'

Certainly the evidence obtained by this research survey suggests that staff do require help in coping with the changed demands made by different curricula content and methodology, changed student characteristics and needs and technological change. The interesting insight is that institutions appear to feel that they can provide the help from their own resources rather better than placing reliance on an external agency. The colleges contacted feel that the skill and experience required has, to a large extent, been learned 'on-the-job' through courses such as Y.O.P., U.V.P., Vocational Preparation and the like and that these 'experienced' teachers should be the 'trainers of trainees'.

15. Bancroft P. - 'Staff Development and Demographic Trends'

Journal of the National Association for Staff Development No. 2

(October 1979) pages 3 - 7

5.2 Staff Counselling

One aspect of Staff Development which does not feature prominently in the debate is Staff Counselling.

Over the years a considerable provision in student counselling has grown in educational establishments. The idea has extended to a greater concern for student welfare. Now the emphasis is one of pastoral care and there is still a lot to be done as the growing problem of unemployment clashes with the influences and demands of the current youth culture sweeping Britain.

Bancroft (16) highlights the prospect of non advanced Further Education due to the twin effect of the academic drift of advanced work from the local colleges to polytechnics and the impact of the population bulge of 16-18 year olds which occurred over the three years 1980-1982.

Owen (17) describes a new philosophy of 'caring' equally for the unemployed, handicapped, the less able and those motivated students who have little chance of employment.

This different student population entering our colleges of Further Education may bring about a conflict of change for many teachers who have only experienced the employed, reasonably motivated and disciplined apprentice.. Who will help the teachers through change? It is strange how the concern for students by teachers has not extended to the teachers themselves.

Gray (18) page 76 states 'Anyone with experience of education knows that most problems of individuals have a very personal nature'. There is not collective tradition in education as in other employments - teachers are loners by occupation, maintains Gray. 'They tend to accept very readily

16. Bancroft P. - Op.Cit.

17. Owen R.E. - Op.Cit.

18. Gray H. L. - 'Staff Counselling in Education' - Journal of the

the circumstances in which they find themselves and do not expect their boss to change overnight. Teachers grumble among themselves, often loud, and often very long, but still among themselves and keep personal matters out of the conversation'. He believes that teachers often want to be seen as teachers and as a consequence 'problems become personalised and are often kept secret when they should be shared'.

5.3 The special problems of the long service teacher

Jones (19) spoke of the predicament and needs of many teachers in Further Education as those of the 'plateaued performer' approaching or emerging from the middle-life crisis. Jones contended 'for many the middle life crisis is sharply exacerbated because they have reached positions from which upward mobility is unlikely because of the shape of the organisation. They have become plateaued'. 'The crisis' said Jones, 'is not a single event, it varies from person to person and the symptoms develop slowly. Some of these are personality oriented - feeling of insecurity depression, the sense of being trapped, nervousness and restlessness, while others are behavioural, including inconsistency, retreat from responsibility, reduced leadership ability, sometimes a radical change in life style'. He concludes 'A prime problem for staff development is how to survive the crisis with some sense of direction and even self-renewal'.

Gray (20) considers 'counselling as a basis for all relationships teaching and management. The idea is to move into a facilitative and caring climate of organisation and away from the usual hierarchic defending situation'. He sees this as 'the only way in which an educational process can be truly collaborative between teachers and students as well as teachers themselves'. Counselling skills are available in Further Education, therefore this facility of staff development falls easily into a self help scheme.

19. Jones B. L. - 'Staff Motivation' - Journal of the National Association for Staff Development No. 1 pages 18-23 (March 1979).

20. Gray H.L. Op.Cit.

PART THREE

CONCLUSIONS

CHAPTER 10

CONCLUSIONS

1. General Overview

Early in 1978 John Tomlinson (Director of Education for Cheshire), the then chairman of the Schools Council, expressed concern regarding staff development in Further Education and in particular he pin pointed the apparent lack of procedures and structures within individual institutions to meet staff training and development needs. In a conversation with Mr. Tomlinson the author agreed to undertake a research exercise with the aim of providing an improved knowledge of how individual institutions manage the staff development activity, what organisation arrangements actually exist and how decisions are made.

It was soon very clear that many more people, in addition to the Director of Education for Cheshire, were sharing the view that very little was really known about the staff development activity taking place in Colleges of Further Education. In chapter one the author refers to a letter received from Dr. Judy Bradley (Senior Research Officer N.F.E.R.) which reinforced the Tomlinson view pointing out that the information available was in fact plentiful but of disappointing quality. Dr. Bradley's researches into various aspects of Further Education have revealed a sparsity of indepth research data relating to the decision processes associated with staff development activities in Colleges of Further Education. In chapter two further similar opinion was referred to in the views expressed in the third Haycock's report concerning the actual process of management within education institutions. This Haycock's report came to the conclusion that too little is actually known about how institutions operate and more particularly how decisions are reached and how resources are deployed. Staff are clearly the major resource in

Further Education, accounting for up to 70% of the annual revenue budget, and it is vital that we know more about how this resource is utilised in order that change can be accommodated and effectiveness maximised.

Dr. Bob Oxtoby (1) addressing a FERA conference in 1979 referred to a wide range of staff development research needs (at that time Dr. Oxtoby was Deputy Director of Garnett College). His conclusion that the staff development activity has taken on a new level of importance and urgency is based on a set of assumptions that he makes namely:

'(i) Staff development and training will assume an increasingly important role in Further and Higher Education, not least because Further and Higher Education will themselves change rapidly whereas the size and composition of the teaching force will probably remain fairly stable.

(ii) There will be no significant increase in the resources available for staff development and training and so there will be a growing emphasis on effectiveness and efficiency - on striving to achieve considerably more with proportionately less.

(iii) Against this background, there will be need for more research. Essentially, the purposes of this research will be twofold.

- (a) to chart the nature of staff development needs and requirements
- (b) to assess the effectiveness of staff development policies and practices'.

These assumptions made by Bob Oxtoby in 1979 have been proved to be in large measure correct. He did not however forecast the growth of the impact of M.S.C. initiatives on the non-advanced Further Education sector

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1. Oxtoby R - 'Problems Associated with Staff Development and Training in Further and Higher Education: some research priorities' - Further Education Research Association, Bulletin No. 19 (report of meeting of March 1979) pages 2-5.

and the consequent injection of resources. (This is in no way meant to be a criticism, since no one could have made this forecast in 1979). Nevertheless, as this research project has demonstrated (chapter 9), this injection of resource has been linked with change on an unprecedented scale. This change has necessitated a quite massive increase in staff development activity, a point recognised by the M.S.C. and hence their specific injection of cash to pay for some of the training needed. This action of the M.S.C. (i.e. to fund staff development quite specifically) is a positive support for the Oxtoby view that there will be a growing emphasis on the efficiency and effectiveness with which staff are deployed and utilised.

Oxtoby clearly demonstrates the size of the research need by listing a whole range of research topics which might be undertaken. In fact he admits that his list is by no means exhaustive and many other issues could be identified. This research project has in fact touched on one of his ideas i.e. 'the need for an evaluation of staff development policies and practices of selected institutions'. The focus of this research is not that specifically recommended by Oxtoby since he suggested that the evaluation should focus on 'institutions responsible for Further Education teacher education and training'. This research study has focused on the individual Further Education institutions themselves since it was felt that it was here that the most important decisions are actually made i.e. who should be supported to take further training and who not. This assumption means that a study of the decision process within individual colleges of Further Education might reveal the most valuable insights into the staff development activity and might lead to the development of a decision making model which would facilitate an effective staff development policy.

The research undertaken was basically in three parts. Part one was concerned primarily with descriptive/perceptual analysis of what

institutions are doing. This means that the search was for insights into what institutions think they are trying to achieve through their various staff development policies and practices. These insights were obtained in a number of ways. Chapter two describes a literature search which catalogues the historical and developing nature of staff training and development in the Further Education sector. Chapter three is largely empirical, containing a description of factual information obtained from a selected number of institutions. Using case study type methodology it was possible in chapter three to describe a sample of aims and objectives, methods and organisational arrangements which had been established to facilitate the staff development activities in specific institutions. In this way it is felt that a reasonable view has been obtained of what the management perception is of the staff development activity i.e. what do senior college staff think they are trying to facilitate via their staff development organisational arrangements. Chapter four is a critical analysis of theoretical views and models. Again the emphasis is on a comparison of the underlying assumptions the various writers have adopted in forming their views. The focus was essentially an attempt to answer the questions 'What is the purpose of staff development activity? Who should be involved in the decision making process? and finally what structures and processes are required?

Part two describes the main field research activities which were undertaken. A planned programme of information collection was designed in an attempt to form a view of what is actually happening. Chapter five describes a preliminary survey undertaken to establish a view of the position within colleges during the late 1970's (i.e. 1978/79). Chapter six describes a major survey conducted in late 1980 early 1981 in which a large number of senior college staff participated in providing information regarding the management perspective of the staff development activity in 126 Further Education colleges. Essentially the information obtained was

of two kinds, firstly factual information regarding college structures and processes and secondly opinion information regarding such matters as the assessment of priorities and evaluation of perceived outcomes and appropriateness to staff needs. In this way it was possible to construct a profile of the decision making activity, as perceived by management staff. This profile was of a national view. It was felt that the sample was sufficiently large to examine the pattern on a regional basis. Chapter seven provides this regional analysis. Chapter eight describes the results obtained by asking a sample of students who had taken teacher training courses via the C&G 730 and ACP (FE) courses. This survey contained sufficient numbers of full time and part time staff for a comparison to be made between how individuals actually took the decision to take a course of training and the management view of how staff would be supported and advised to do so by the formal institution. The findings demonstrated a degree of positive correlation regarding most issues. It also demonstrated the high esteem in which the C&G 730 is generally held and quite the opposite in respect of the ACP(FE). It is important to remember when reading the results and opinions described in chapters 6, 7 and 8 that the surveys in question just predated the introduction of the new post Haycock I type Cert.Ed. courses. The views expressed would, in most instances, reflect a comparison with the old in-service Cert.Ed. model which was generally known to be heavily criticised.

Part two concludes with a survey of colleges which was designed to examine changed demands on the staff development activity resulting from external change. In particular the response to M.S.C. demands and initiatives was examined. The main focus was the establishment of an insight into the way, or ways, in which the staff development activity was changing, where, if any, the change in emphasis was/is occurring and what changes have been required in the decision making process.

One important point must be borne in mind by the reader. Although there was a firm research design and framework at the commencement of the study, the research activity has in fact, of necessity, been evolutionary. Over the four to five year period (1978/1983) Further Education has had to face up to change on a scale never before seen in its brief history. This five year period witnessed the height of the impact of T.E.C. and B.E.C., the rapid development of programmes for the young unemployed, the introduction of new in-service schemes of professional teacher training, greater demands for accountability, financial constraints and curriculum change on a quite monumental scale. This research project had to be sufficiently flexible to be able to take this change into account. Indeed it is important that it has done so for, as chapter 9 has shown, the change has had a considerable and marked impact on the staff development activity.

Part three is this final chapter of conclusions in which an attempt will be made to postulate a model for staff development decision making at an institutional level based on the concept of consultative management.

2. The Purpose of Staff Development

Whilst the research has shown that there is no standard definition of what staff development means, there is a reasonable consensus of opinion regarding the aims and goals the activity is intended to achieve. Bob Oxtoby (2) asks the question what is staff training and development for? Is it, for example, to improve the effectiveness of what Further Education has to offer (student oriented), or is it to produce a better qualified teaching force? Undoubtably this survey has shown that it is about both these issues. In fact the survey has suggested that they are perhaps not separate issues at all. The priority is for professional teacher training via courses which give certification but presumably these courses have the prime intention of improving the quality of what

is provided for the student (i.e. the utility value). There was considerable evidence to suggest that, in the minds of management, the primary purpose of staff development is generally to facilitate the curriculum and to cope with change. The acquisition of degrees, higher degrees and research was not viewed by the majority as a priority need.³ The priority was seen as being skills and knowledge related to the process of how people learn coupled with an almost equal need to keep up to date in terms of subject knowledge and experience.

Most certainly a pressing need was seen to be those activities which were designed to help staff to (a) understand and (b) cope with (i) curriculum change and innovation (ii) a different type of clientele with new needs and (iii) the increasing stress which this ever increasing rate of change is producing.

Oxtoby asks if this concern also encapsulates job satisfaction. Maslow's (3) theory relating to human motivation and satisfaction suggests that satisfaction is a resultant function of activities which meet or solve personal needs. The Maslow theory is very widely used and widely accepted. If we translate current institutional problems in Further Education (i.e. the service which Further Education institutions are required to provide for the communities they serve) in terms of personal staff problems then staff development must be regarded as a process which encapsulates the job satisfaction dimension. The weakness in this hypothesis is, of course, that it can only be true if each individual perceives each change situation as a need which relates to him personally and which he has to satisfy. If a majority of the staff do not in fact perceive the need, or acknowledge its existence, there is a very great question mark against the question of job satisfaction. This point emphasizes very greatly the need for individual

3. Maslow A. - 'Motivation and Personality' - London, Harper and Row (1964).

members of staff to reflect upon their own training needs. Indeed this project has indicated a degree of evidence to suggest an increasing recognition of the important part individual staff have to play in the process of performance appraisal. The evidence has been most strong in relation to the curriculum needs of such initiatives in U.V.P., Vocational Preparation, Y.O.P. and Y.T.S. ' °

Again Oxtoby raises some most important questions. What contributions can staff development and training make in improving effectiveness or enhancing job satisfaction? What contributions should they make? This research programme has really only just begun to provide evidence which can be used to answer these questions. Certainly there has been much evidence to suggest that the managerial perception is generally that staff development is an activity designed to improve the effectiveness of individual members of staff in their job role. Yet there is little use of performance appraisal techniques throughout the whole of the profession and only about half the colleges have any formal system for tackling the staff training and development need. The profession appears to be full of conflicts. There are those staff who see no reason to change and challenge the wisdom of moving away from traditional courses. Some have still not accepted the realities of B.E.C. (4). These individuals would find great difficulty in accepting that much contemporary staff development activity is relevant to their needs. Interviews of staff at the Wakefield District College suggest that there are quite a lot of staff holding such a view. On the other hand there are others who are deeply committed to the changes which are occurring and are participating willingly in staff development initiatives. There are also those (see Chapter 4) who question the very concept of management led staff development initiatives, particularly if those initiatives are intended to

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4. Simon L. - 'Making BEC Work' - letter published in NATFHE Journal (March 1982). Mr. Simon states 'most lecturers do not want to make BEC work BEC is concerned with form not content; not interested in the standard or work etc.'

embrace job satisfaction; and yet the Hall Study (5) suggests that a considerable number of staff in Further Education do not regard managerial control of staff development activities as being illegitimate. Dr. Judy Bradley describes the staff development in Further Education as being full of conflicts and confusion. But this conflict and confusion is only there because of perception problems. On the one hand the critics of the management model seem unable to perceive that it can effectively encapsulate a 'grassroots' involvement in the decision making system. On the other the critics of the 'shop-floor' approach cannot see anyway in which the fragmented system which would result could be co-ordinated to link with planned organisational development. This research exercise has really not resolved these conflicts, it has merely added further confirmation that they exist. However, there is a considerable degree of evidence to suggest that a participative process has a chance of being successful. Certainly chapter 6 has indicated that the majority of college management view staff participation in the decision making process, relating to staff development, as being both legitimate and influential. (This view will be more fully developed later in this chapter).

Oxtoby asks, 'is compulsory training likely to be fruitful?' This study suggest that no enforced training can be fruitful. Chapter four examined this issue and came clearly to the view that staff must want to be involved in a training process for it to have any chance of being effective.

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5. Hall I. M. - 'Staff Development - A Case for Concern' - unpublished postgraduate Diploma in Further Education (University of Leeds) - Huddersfield Polytechnic (1980). Hall interviewed a large number of individual teachers at a North East College of Further Education and found that a majority thought it legitimate that management should be heavily involved in the staff development decision making process.

Pat Shears (6) sees this as a major problem i.e. that staff development activities rarely reach or influence those who are perceived as needing the training the most.

2.1 A Developing Dual Need

One of the major conclusions to result from this study is the fact that a dual need appears to be emerging. On the one hand there is overwhelming evidence of opinion that in-service professional teacher training of staff is still a high priority need. On the other there was a considerable suggestion that a second phase of training is needed which equips experienced teachers to cope with curriculum led retraining. The first need should provide the building blocks from which a teacher can analyse new situations and demands and be able himself to identify the skills needed to cope with the new situations. This is suggesting that staff require a foundation of pedagogic skill and knowledge relating to contemporary practices (such as student centred learning, profile assessment, performance appraisal based assessment, multi and inter-disciplinary curriculum content, multi-skill vocational preparation, social and life skills and so on) in order that they are equipped to perform a reflexive appraisal of individual training need relating to/resulting from a changed situation.

From the evidence described in chapter nine it would appear that this curriculum led training need must be college based. The suggestion from most colleges is that the specific need will arise within the individual institution and it is here that the skills to cope will also be developed. The colleges of Higher Education and Polytechnics do not have the staff with the knowledge or experience of these contemporary issues and there is little evidence that they are acquiring them. There was a strong body of opinion that staff in the Higher Education Cert.Ed. centres were in danger

of losing touch with the needs of staff in the non-advanced sector of Further Education.

2.2 A Developing Sense of Partnership in Curriculum Development

It is not so long ago that most of the syllabus for courses offered in the non-advanced sector of Further Education were, for the most part, externally prescribed and examined. With the advent of B.E.C. and T.E.C. in the 1970's there was a marked movement to institutional based curriculum design and development with staff assessment plus external moderation. This process has been added to by the developing M.S.C. initiatives plus institutional responses to initiatives such as the F.E.U. 'Basis for Choice' concept. The past five years have seen a marked change in the job role of many staff. They are now required to participate in curriculum development and validation exercises on a scale unprecedented in the history of Further Education. This process has required staff to acquire new skills, changed attitudes and new values. They have to appraise the curriculum in terms of its relevance, appropriateness, rigour and methodology. In addition they are required to think much more deeply about the process of assessment. Why do we assess? What skills, knowledge, application etc., are we trying to assess and why? What assessment techniques are best suited to the task? These are the type of questions more and more staff are being required to ask.

This change in role is in many ways leading staff towards an approach to curriculum appraisal which is not far removed from the skills necessary for individual performance appraisal i.e. the staff can use the same evaluation process to assess their own individual training needs. The suggestion here is that the staff by the curriculum process itself are being trained to be more evaluative and therefore better able to assess need. This partnership in curriculum development between the individual teachers and the examining bodies (and the M.S.C.) may in fact be, indirectly, providing the very basis for a more effective staff development process. Evidence for this view is provided by the sample of

individual staff opinion at the Wakefield District College. Staff most involved in the curriculum development process were the most able to identify their training needs.

It is on the basis of this assumption that this chapter proposes a model for staff development based on the concept of consultation but ultimately management controlled.

3. A Consultative Management Model for Staff Development

Throughout this research programme the author found that one issue, above all, dominated the question of staff development, that it should link and reflect the need for organisational change and development. Not unexpectedly perhaps, this view was widely held by senior college staff. Other evidence suggests that many rank and file staff acknowledge this relationship also. Taking this as the focal point a staff development system will only be as successful as (i) needs are identified (both organisational as well as individual) (ii) resources are supplied (iii) appropriate training facilities are developed (iv) evaluation is undertaken and (v) the right human 'climate' is developed.

In simple terms staff development is one aspect of resource management, the human resource. It is part of the search for organisational effectiveness. In this sense effectiveness relates to the way the organisation as a whole reacts to and supplies the needs of the community it serves. Admittedly this is a most difficult concept to define and measure. It involves such issues as identifying the right courses at the right time, and the right place and at a price that can be afforded.

Such a model of staff development is shown diagrammatically in Figure 1. In this model the starting point is the identification of need. This is seen as resulting from the interplay of three different viewpoints. Firstly the institutes management and Local Education Authority will be involved in assessing the organisations role and development as a total entity. Individual members of staff are the second variable since they

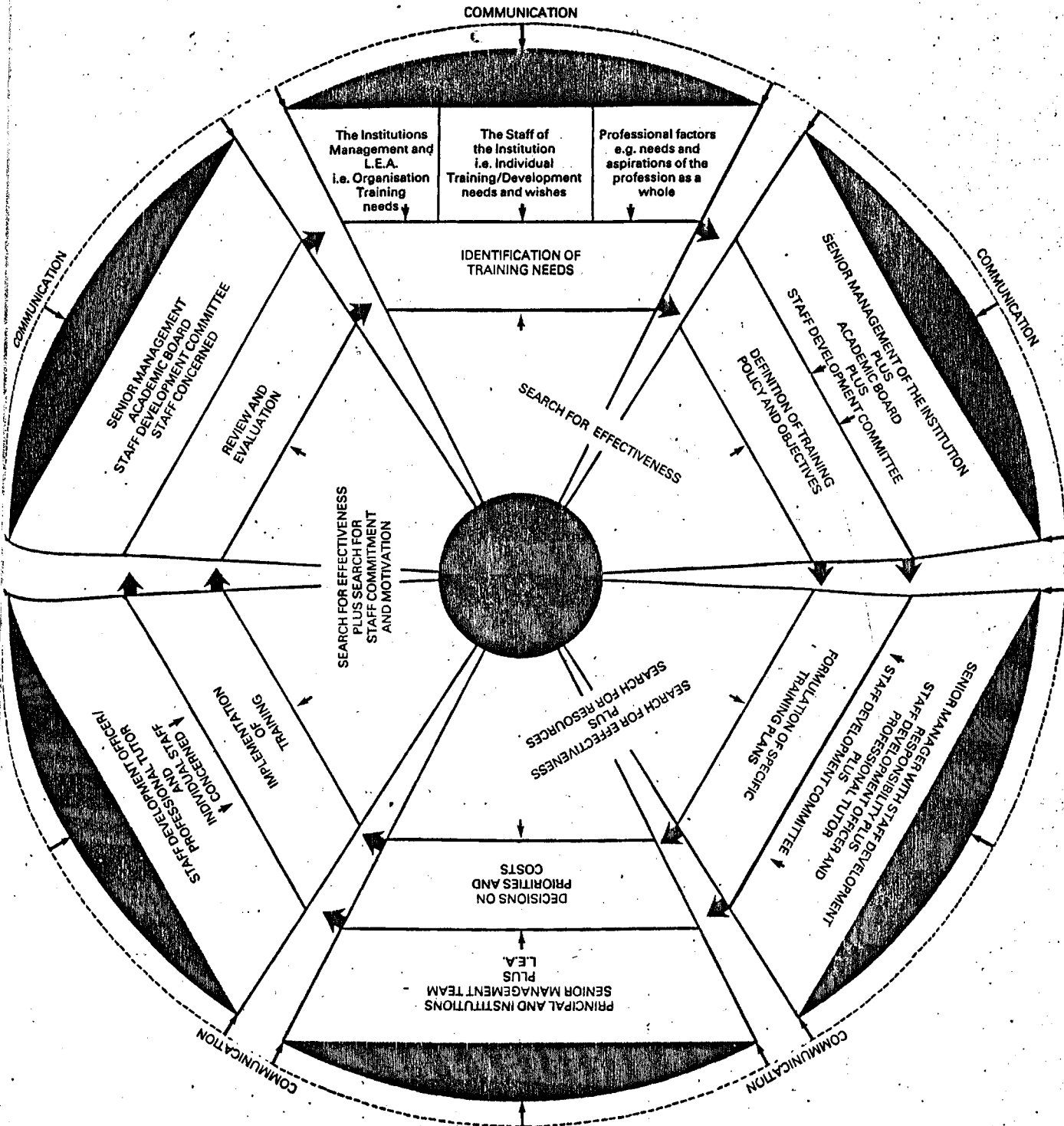


FIGURE I

A Consultative Management Model for Staff Development.

are the vital part of the new approach to curriculum development i.e. they are the key to the success of the partnership in curriculum development. Through this new role staff are increasingly able to share with senior staff the process of identifying training needs without the use of any controversial or unacceptable appraisal techniques. The curriculum itself will, to a large extent prescribe the need. The third variable must be an awareness of the wider professional factors such as the needs and aspirations of the profession as a whole and the personal ambitions of individuals within it. (e.g. the role of NATFHE and bodies like NASD).

The process of translation of the identified need into a specific college policy is seen as best being achieved on a participative basis. A tripartite view (i.e. college Management, plus Academic Board plus Staff Development Committee) will overcome some of the problems of the management model by encapsulating a considerable amount of 'grassroots' opinion. Such a policy will lay down the framework of objectives for the staff development activity in quantified terms (e.g. time scale, types of training needed etc). The translation of this policy into a framework of training plans can be continued on a participative basis. It is here that the skills and knowledge of specialist staff such as professional tutors and staff development officers becomes of great value. These specialists will (or should) have an up to date knowledge of current staff training practices, processes and opportunities. It is through their expertise that various approaches to meeting the staff development needs can be considered and evaluated.

Inevitably a constraining factor will be the resources available to do the job. Decisions will have to be made concerning the allocation of scarce resources. Someone has to arbitrate. The management role is essentially a decision making role and, in this model, decisions regarding priorities are seen as legitimately the role of the decision makers. It is the senior staff who, at the end of the day, are held to account for the success or failure of an organisation. A college Principal is, in

effect, in a position of stewardship (7) concerning the college he is appointed to manage. He is the steward of public property and he delegates his stewardship to subordinate staff throughout the organisational structure. The one factor which cannot be delegated is accountability. It is therefore considered reasonable that the Principal should be the final arbiter in priority decision making.

In this model the implementation activity is the concern of the individual members of staff concerned, in particular with the staff development officer and/or professional tutor. This is the point in the process where the training actually takes place.

The final stage is perhaps as crucial as the first i.e. it is as important to appraise outcomes as to assess need. In this model the review and evaluation exercise is also seen as a participative process i.e. the same agencies who identify the need should be the ones to evaluate effectiveness. If the partnership in curriculum development results in the evaluation skills expected, then more and more individual staff will obtain the skills of self evaluation, both of need and training effectiveness. From 'grass-roots' upwards communication, positive information should be more forthcoming than in past history. There should be a lessening of the need for the use of formal appraisal systems using techniques of observation and merit rating and a positive move towards individual reflexive appraisal.

It can be seen that in this model the only component which is non consultative or participative is the assessment of priorities. In the non-advanced sector of Further Education Academic Boards are not executive

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7. Whitfield R. - 'Curriculum Planning, Teaching and Education Accountability' - University of Aston in Birmingham - Aston Educationla Enquiry Monograph No. 6 (October 1976) See page 5.

bodies, they exist in a purely advisory capacity. It is the college Principal who is (i) held to account for his handling of resources and (ii) has to undergo any public scrutiny should there be any questions to answer (8). In an environment of scarce resources, priority allocation will always be a contentious issue. In such a case he who has to explain surely must be the one to determine the priority.

This model should be regarded as an organic entity, constantly on the move and responsive to changing needs. Hence there is an ongoing communication feedback loop linking all the component parts. An essential component is confidence in the system amongst all who are concerned. Its method of introduction is crucial. The conclusion to chapter four stressed the need to minimize the effects of 'nakedness' which any training situation can, if not properly and carefully handled, result in. The incremental process, referred to in chapter four, is considered to be a mechanism which might result in winning a high level of staff support. (These conclusions must be read in conjunction with the summary and concluding comments to chapter four). The process is described as consultative rather than participative because of the managerial decision component related to the allocation of resources and decision priorities. Since this component is obviously very crucial within the full cycle of the proposed model, and is not viewed as being a matter for democratic decision making,

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8. This is similar to the case in schools. See the case of the suspended Headmaster in Wakefield (the Schafer Case) - Times Educational Supplement 16th July 1982 page 3. Mr. Schafer is alleged to have been suspended because the majority of his staff did not like his style of management. Mr. Schafer was held to account for his staff management decisions - not the staff themselves. A similar case is that of the William Tyndale School in London (see the account by R. Auld 'The William Tyndale Junior and Infants School' Inner London Education Authority - 1976).

then the whole cannot be described as participative. Nevertheless it can be clearly seen that, in all other aspects, democracy is dominant. 'Grass roots' opinion is very influential, even in relation to the question of resource allocation. The only difference is that the decision process is genuinely shared in all respects, except in relation to the question of priorities. The model assumes that the Principal, through the other components, will be cognisant of staff views regarding priorities and will bear them very much in mind when reaching a decision.

Bob Oxtoby asks what is staff development for. The model suggested is primarily concerned with the search for organisational effectiveness. In this search for effectiveness is encapsulated the search for appropriate resources to do the job. Additionally, and most importantly, it is seen as embracing the need to win staff commitment and motivation (see Figure 2).

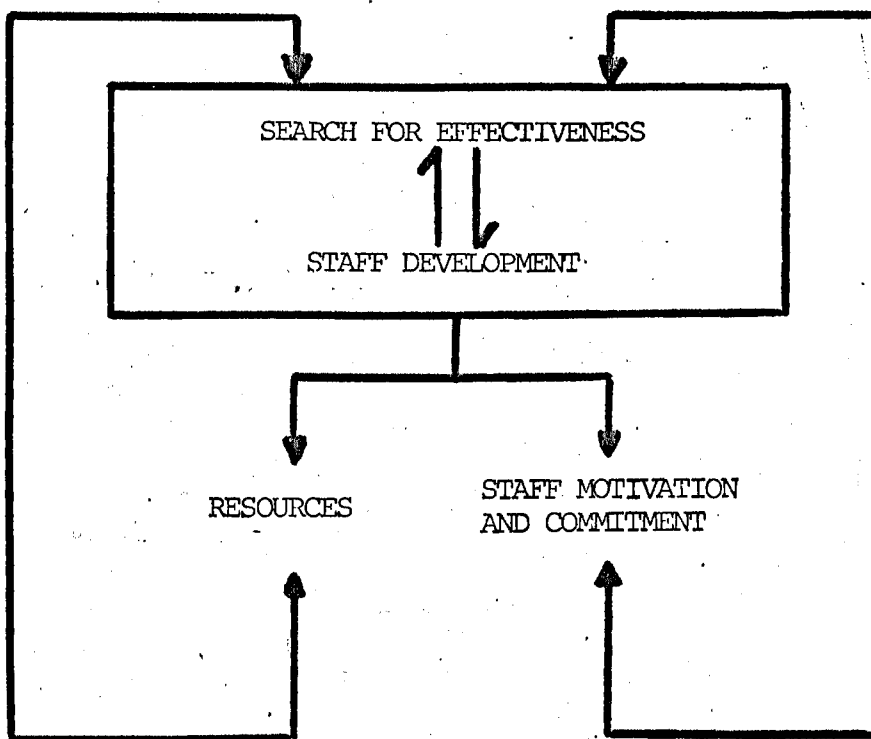


FIGURE 2

The Staff Development Key Issues

It is considered that such a model will not alienate rank and file staff. On the contrary if, as is predicted, the partnership in curriculum development concept does result in a majority of staff being more able to participate in reflexive self evaluation (i.e. performance appraisal) the opportunity to be involved in such an approach will be willingly grasped by most staff. Of course this is only an opinion, it is not a prescription. No evidence which has been collected in the course of this research project leads to a conclusion that such a model would fail. Equally there is nothing to suggest that it is certain to succeed. As the title suggests the idea is towards a consultative management model for staff development. It is recommended as a concept to consider and a basis for further debate with individual institutions. It is recommended as a possible framework for the development of a college policy for staff development.

4. A resume of important issues to emerge from the research

4.1 The Prime Objectives of Staff Development

Throughout the dissertation many references have been made to the aims and objectives of staff development. Many views have been referred to, views expressed both by practitioners and academics, but the one which, in the opinion of the author, stands head and shoulders above the rest is that expressed by J.E. Brent. Brent reminded us that the prime objective of staff development must be the attainment of a range of expected outcomes which will ultimately be to the benefit of students who enrol on Further Education Courses. To this end it is perhaps not an unreasonable conclusion that staff development should be inextricably intertwined with the organisational development of the particular individual institution. Staff development, as Pat Shears pointed out, is essentially concerned with a process of attitude change. Part one of this dissertation has focused, in large part, on the nature and speed of contemporary change, resulting from the various attempts to improve the quality and relevance of the provision for present day students, and (perhaps) those of the future. The attitude

changes needed are those which permit staff to face these changes positively, willingly and with a reasonable expectation that their involvement will be successful (measured in their own terms, in the terms of management and in the eyes of the student). Such a view of the staff development activity places great emphasis on the use of reflexive performance appraisal by the staff themselves. Attitude change can rarely, if ever, be imposed unilaterally by a third party. Through the concept of a partnership in curriculum development, which (as chapter nine has indicated) seems to have a basis in reality, there is the opportunity to satisfactorily balance the needs of the individual with the needs of the organisation.

A successful staff development programme will therefore most probably be based upon a pragmatic synthesis of the perceptions of those to be 'developed' and the 'developers'. It is likely to be a dynamic rather than a static process in which all taking part are in fact constantly developing. It is thus that the college really should be viewed as an organismic, not mechanistic, entity. It requires a flexibility of structure in order to constantly respond to the student needs. Staff development can only be organismic in nature if the process is designed to be open ended, circulatory, participative and almost self-regulating. The consultative management model developed in this chapter would seem to have a reasonable chance of meeting these criteria.

4.2 The Identification of Training Needs

A very clear message emerged from the study; that increasingly the curriculum itself is now both creating and prescribing the in-service training needs of staff. As we have seen, in the main body of this report, the extent of curriculum change and innovation in Further Education since the mid 1970's has been on a quite enormous scale. It is gratifying to see that much of this change has been generated in a genuine attempt to meet the contemporary student needs. Nevertheless a very worrying issue to emerge from the research was the difficulty many craft level teachers appeared to be experiencing in trying to secure a place on a professional

teacher training course leading to a Certificate in Education. This difficulty seemed, in large part, to stem from their inability to meet the minimum academic entry requirements. This problem is, in the author's opinion, somewhat perplexing. If the individuals concerned are performing a teaching function of a specific craft skill nature and one which is demanded by society (and one must assume that in large part they are) then surely they should have access to a suitably structured and recognised qualification. It seems both a nonsense and an injustice that their lack of formally recognised academic training should (apparently) bar them from appropriate professional training.

4.3 The Professional Teacher Training Need

This research has confirmed yet again that most senior college staff regard the professional teacher training of academic staff as their top priority. The predominant view is that pre-entry training is less important than post entry training for a variety of reasons. These include the specific job demands and market forces which make a concentration of attention on specific academic or vocational qualifications and experience a predominant consideration in most cases at the initial recruitment stage. Once staff have in fact been recruited the top priority staff development need is considered to be professional teacher training.

4.4 Other Staff Development Needs

The survey has clearly demonstrated the increasing awareness that short courses are likely to be the best route to meeting the majority of contemporary staff development needs. The dominant needs were identified as coming from the curriculum change and development resulting from the demands of external change agents such as B.E.C., T.E.C. and M.S.C.

It is interesting to note that the predominant opinion was that most needs could be met on a self help basis i.e. the college itself could design development and implement in-service training programmes which would, in large part, meet the prevailing needs. Most colleges appear in fact to be doing just this. Furthermore a considerable body of opinion expressed

the view that the gap appeared to be widening between what professional teacher training courses are providing and what the profession now needs. This criticism was even extended to the newly developed, re-styled, Cert. Ed. programmes where a considerable level of individual college participation is possible. A major bone of contention, expressed by some of the respondents, was that the teacher training staff were in general so out of touch with the contemporary problems facing staff in the non-advanced sector of Further Education that they could not design suitable programmes for them.

Perhaps not surprisingly there is a continuing awareness of the need to be up-to-date in the relevant disciplines. Nevertheless it was surprising that few colleges regarded secondment to posts in industry and commerce as being of a high priority. Perhaps the reason for this is the problems associated with trying to make such an operation successful.

4.5 Assessment of Priorities and Contemporary Need

In recognising the need for change respondents clearly demonstrated that they recognised the enormity of the task facing them. From data collected during the final survey it was evident (from within the colleges in the particular sample) that senior college staff were placing great reliance on the advisory documents emanating from such bodies as the F.E.U. All recognised that no approach to staff development could encapsulate every component that was needed instantly.

A number of common issues were given high priority ratings by the majority of colleges. These included such skills as those associated with curriculum negotiation, curriculum specification and development and the design and development of student centred learning packages. This high priority rating was not an attempt at identifying those issues which are important and those which are unimportant. On the contrary, it was merely an expression of those staff development issues which were considered to be most urgent, for as the F.E.U. itself reminded us all 'no college

can expect to institute an adequate system instantly.'

In forming this assessment of priorities it is clear that colleges have relied heavily on the experience gained from operating U.V.P. and Y.O.P. programmes plus of course T.E.C. and B.E.C. schemes. All these experiences have resulted in the general realisation that whatever training schemes they try to establish for their staff one theme above all needs to dominate; i.e. that the training must reflect a curriculum generated need. With this theme as a high priority it is clear that the training programmes will ask tutors to face up to a considerable range of changed practices including the adoption of a more flexible approach to curriculum planning and teaching methods. Such an emphasis will itself create another priority; the needs of the staff themselves. Many of them will inevitably be exposed to a whole range of emotional and intellectual challenges which they will have, to varying degrees, difficulty in accommodating. These new challenges may result in the staff themselves needing the same access to personal guidance and counselling as that which is being advocated for the students.

4.6 Partnership in Decision Making regarding Staff Development Issues

Throughout the whole of this research programme it has been apparent that there is a very large body of opinion which considers it necessary for decision making regarding staff development issues to be in large part participative (i.e. that all parties involved should jointly share in the decision making activity). This view was clearly articulated in the discussion of the theoretical models in chapter four. It also came out indirectly in the major survey of college managers (described in chapter 6) which demonstrated that whilst colleges of Further Education are generally regarded as bureaucratic organisations with authority vested in a pyramid type hierarchical system of job positions, the decision making process in respect of staff development does in practice exhibit quite a marked degree of 'grass-roots' participation. Indeed the staff development committee was

regarded by a very large number of Principals and Vice-Principals as an important decision making body. Many regarded the Academic Board as having a major role to play as well but it is interesting to note that in most cases it was an 'either or' situation i.e. where colleges had developed a strong operational staff development committee the Academic Board role was diminished with respect to staff development and vice-versa.

The importance of participative, or at least consultative, decision making was further reinforced by the findings of the final survey. The very fact that so many senior college staff (i.e. Principals and Vice-Principals) say that they have identified and clarified contemporary staff training needs on the basis of experiences gained through Y.O.P. and U.V.P. etc., suggests a process of internal evaluation which has involved the participation of staff actually teaching on the programmes concerned. Following the same line of argument such a process will almost inevitably have involved a degree of reflexive assessment of training need performed by the individual teachers concerned. The consultative management model proposed in section 3 of this chapter is an attempt at designing a workable staff development system which will encapsulate this partnership dimension.

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